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ABSTRACT

This collection of seven reports provides information about Library Services and Construction Act (LSCA) key program areas in the fiscal year 1985. The use of LSCA funds to provide library services is illustrated in each of the following reports: (1) "Meeting the Literacy Challenge" (Adrienne Chute); (2) "Library Services to the Blind and Physically Handicapped" (Clare De Cleene); (3) "Library Services to the Handicapped" (Clare De Cleene); (4) "Library Services to the Institutionalized" (Trish Skaptason); (5) "Library Services through Major Urban Resource Libraries (MURLs) and Metropolitan Public Libraries Which Serve as National or Regional Resource Centers" (Clarence Fogelstrom); (6) "Public Library Construction" (Donald J. Fork); and (7) "Interlibrary Cooperation and Resource Sharing" (Dorothy Kittel). (KM)

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ANNUAL REPORT ON LSCA SPECIAL ACTIVITIES

FY 1985

Office of Educational Research and Improvement
U.S. Department of Education
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MEETING THE LITERACY CHALLENGE

by

Adrienne Chute
March 1987

- °A high school graduate doesn't walk up to get her diploma, "What good would it do me?" she says, "I can't read it."
- °An illiterate parent accidently feeds the baby poison.
- °A job hunter goes to an interview with his arm in a sling to avoid filling out an application.
- °A doctor's wife, at restaurants, listens to everyone else's order and then chooses from among their selections.

These are several ways in which illiterates cope. " You can get by in today's society without the ability to read. But just getting by, as adults who have been nonreaders attest does not make for an independent, fully developed life. It is a life that is often confusing, dependent, [and] on the margins. Former nonreaders have discovered that reading is a path to empowerment."1/

Many individuals and organizations are joining the fight against illiteracy. This report focuses on Federal efforts to fight illiteracy through the Library Services and Construction Act (LSCA). The LSCA Title I has supported literacy projects in libraries since 1971. This article describes some of the projects supported under LSCA, examines current literacy trends, and discusses ideas for the future.

DEFINING LITERACY

A single definition for literacy does not exist and there is disagreement as to the number of illiterates in the country. Secretary of Education William J. Bennett gave this definition in testimony in December 1985, "In functional terms [literacy] is the ability to read, write, speak, listen, compute and solve problems in situations that confront adults in everyday life." Mr. Bennett estimates that some 17-21 million Americans age 20 and above are illiterate, based on a 1982 Census Bureau English language proficiency test. Others feel the estimates are too low because they exclude prison inmates, the homeless, and young adults age 18 to 20.

Definitions of illiteracy and estimates of the U.S. illiterate population have evolved. A generally accepted literacy criterion for many years was completion of sixth, eighth, or twelfth grade. The disadvantage of this approach was that the number of grades completed did not guarantee corresponding skill attainment.

Since the early 1970s, the approach among literacy experts has been to test the ability of sample groups of adults to complete tasks that require literacy skills, such as reading a want ad, addressing an envelope, or filling out a form. The results are then applied to the total population.

1/ 1987. The Year of the Reader, San Francisco Office. Launching "1987- The Year of the Reader, p. 12-13.

The 1975 Adult Performance Level (APL) Study, which tested adult literacy skills in five functional areas estimated that 23 million adults, eighteen and over, 1 in 5 were illiterate. Applying the APL finding to 1980 census data, illiterates 18 and over are estimated at 25 million:

Percentage of Age Population:		* Number of Persons
18-29 years old	16%	7,887,200
30-39 years old	11%	3,467,310
40-49 years old	19%	4,323,640
50-59 years old	28%	6,530,440
60 and older	35%	12,470,850
By Gender:		
Men over 18	17%	13,454,820
Women over 18	23%	20,056,000
By Racial Grouping:		
White over 18	16%	23,154,880
Black over 18	44%	7,793,280
Hispanic over 18	56%	5,057,024

* Estimates are based on the application of the APL Study percentages to the 1980 census.

There are many reasons why adults have not developed the reading, writing, and computing skills they need in everyday life. The genesis of high rates of illiteracy for sections of the illiterate population dates back to America's historical roots. For example, during the decades of slavery in the South it was a crime to teach a Black person to read. Even after emancipation America's apartheid system of education kept many Black Americans below the level of effective literacy. Even today, some minority and children from impoverished families are stereotyped as intellectually deficient and are relegated to "educational ghettos."

Many functional illiterates are intelligent adults who quit high school or were given "social promotions" in school. More than one third of adults have not completed high school and thirteen percent of high school students graduate with the reading and writing skills of sixth graders.

As a child or teenager, the adult illiterate may have been learning disabled or "teaching disabled." Undetected hearing, visual, or other physical problems can lead to illiteracy. Some children, according to Piaget's theories, are simply not developmentally ready at the time reading instruction begins.

Children sometimes experience trauma such as parental death or divorce or parental alcoholism, or can become pathologically distraught over the birth of a sibling or a move to a new school. Because of peer pressure some children and adolescents lose interest in learning during their school years. Parents who cannot read often have children with the same problem. Obviously, there is no one reason.

Even though the poor, minorities, women, the aged, residents of certain areas of the South, and residents of rural areas are included disproportionately in the number of Americans who cannot read, the problem crosses all cultural and economic lines. A survey by the Center for Educational Statistics (CES) shows that 16% of all college freshmen enrolled in remedial reading courses, 21% took remedial writing, and 25% took remedial mathematics. In two-year and open admissions colleges, almost 75% of students were enrolled in remedial courses.

LIBRARIES AND LITERACY

Public libraries provide ideal outlets for literacy training because every community has one. The establishment of new literacy learning sites can be a lengthy process. The California Literacy Campaign, on the other hand, was able to get projects in place quickly because they used existing library systems throughout the State for space, communications, staff expertise, collection development, processing, equipment, and other logistical support. Cooperation with other agencies and private sector support was facilitated by the public library's credibility. For libraries there is also a self-interest factor in promoting literacy -- new readers mean more public library supporters.

For illiterates who want to become literate public libraries have advantages. They know the services are free, and often public libraries are close to where they live and are usually open evenings and weekends. Many illiterates associate public school classrooms with failure and humiliation, but do not attach this stigma to the public library. In addition, public libraries have been traditionally associated with adult independent learning.

Libraries often reach the adult whose skill level falls in the 0-4th grade category; these adults are the hardest to retain in adult education programs. According to the Contract Research Corporation's survey, Libraries in Literacy, funded by the U.S. Department of Education (ED), 53% of public libraries in 1980 were actively involved in literacy projects. The Contact Literacy Center in Nebraska reports that 467 public libraries are registered in their directory.

What are public libraries doing under the the LSCA State Grant programs to meet the literacy challenge and is it enough?

THE 1980's -- LITERACY UNDER LSCA TITLE I

The Library Services Program, Title I of LSCA has been the most consistent source of Federal funds for library literacy projects since the early 70's. LSCA Title I has funded literacy since the 1970 reauthorization of LSCA, when Congress added several priority areas, including services to the disadvantaged. The first LSCA Title I literacy projects were funded under this priority area. Although the LSCA Title I program has supported library literacy projects for approximately twenty years, it has done so on a project-by-project basis, without any particular emphasis. The grantees -- State and local libraries -- have determined the direction of individual projects. In the most recent reauthorization of LSCA in 1984, Congress increased its emphasis on literacy, making it a separate priority area under Title I and adding Title VI, a new literacy program, to the Act.

Many States have given literacy projects increased support since 1980. The amount of Federal, State, and local funds spent on LSCA Title I literacy projects has almost tripled in the past 5 years, increasing from $1.5 million in Fiscal Year (FY) 1980 to $4.2 million in FY 1984. In that same time, the number of projects increased almost 2 1/2 times, from 39 in 1980 to 97 in 1984. In addition, the number of States with LSCA literacy projects has nearly doubled, from 26 states in 1984 to 47 in 1986.

Several States have developed particularly strong literacy programs. For example, in 1984 California committed $2.5 million in LSCA funds to 27 public libraries to begin the California Literacy Campaign. The various public libraries established programs in over one hundred communities under the initial grants. Currently the California Literacy Campaign estimates that California has 10,000 tutors. An evaluation of the California Literacy Campaign, completed in October 1984, noted that "the early accomplishments of the campaign...have been truly amazing. The California Literacy Campaign has accomplished in eight months what community-based adult literacy programs would have needed at least two years to do."

The projects were reported to have generated at least $1.3 million in contributed services. The report concluded that there was "every indication that, should the Campaign be able to maintain its current level of qualitative and quantitative services, it will be one of the most successful community-based adult literacy programs ever attempted in the United States." The California legislature appropriated $3.5 million in State funds in FY 1985/1986 to continue and expand the California Literacy Campaign. For FY 1986/1987 the State legislature appropriated $4 million in State funds for 46 existing literacy programs. This is a clear indication of the dramatic impact of LSCA funds as an incentive for a statewide literacy effort.

LSCA funds have helped other States to generate State supported literacy programs. For example, New York State's new Adult Literacy Services Program is a discretionary literacy grant program administered by the State Library. In 1986 it provided $400,000 for adult literacy grants to be carried out by public library systems. Projects were to be operated in direct coordination with local public schools, colleges, or other organizations. Illinois State Library in FY 86 received $2 million in State funding and in FY 87 will receive $4 million.

Other States with a strong commitment to literacy include Colorado, Connecticut, Florida, Indiana, Kansas, Kentucky, Maryland, Minnesota, Nebraska, New Jersey, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Virginia, and Wisconsin.

Two hundred thousand individuals were reached with LSCA literacy projects in 1981, the most recent year for which data are available. By now this figure may have tripled to 600,000 or optimistically may have reached 1,000,000 persons. This is only a small fraction of the 17-25 million estimated functional illiterates.

General Trends

Between FY 1982 and FY 1984, 250 LSCA literacy projects provided a broad range of literacy services, including tutoring in numerous settings from bookmobiles to prisons; courses in English for new Americans; and a high interest/low vocabulary books-by-mail program. The trend was away from smaller projects with a low commitment of funds, such as purchasing literacy materials, to larger projects with higher support levels, such as statewide projects. Another trend was a decrease in adult basic education projects for those with some reading ability and an increase in activities for those with no reading skills. Also, English as a Second Language (ESL) classes decreased and projects using technology increased.

Literacy Materials and Software -- Current Developments

The identification of appropriate literacy materials and the development of computer software for literacy programs are two key areas of activities for which LSCA Title I funds have been used since FY 1980.

Materials

A persistent problem in adult literacy programs has been the lack of basic low level (grades 0-4) reading materials that have the appropriate interest level for adults. Literacy experts have found that materials developed for young adults can be used with adults, and that materials developed for adults can be used with children, but that materials developed for children often do not work with adults. One exception to this was the discovery by Mid-York Library System (New York) that because of the clever graphics in juvenile software packages and the novelty of the computer, most adults enjoyed children's software and were not insulted by it.

Selecting materials for literacy programs involves the same judgments of quality as in selecting other library materials, with an additional concern about how to determine the level of reading difficulty of a particular book. One of the simplest and most commonly used readability formulas for adult new reader materials is the Gunning-Fog Index. The ease of difficulty (readability) of common reading materials is one indicator of skill levels adults need. The Gunning Fog Index shows that reading skills at the 11.1 grade level are needed to understand the owner's manual for an American car. The directions on three industrial cleaning products averaged an 8.6 grade level. A guide to Social Security benefits tested at the 9.9 reading level. Other sources indicate that Department of Motor Vehicles driving training manuals are written at the 6th-grade level, frozen pizza instructions at the 8th-grade level, over-the-counter drug labels at the 10th-grade level, and insurance policies and leases at the 12th-grade level. In addition, a software program called Readability enables the tutor to type a portion of the text into a program that computes the readability of a book by using several different formulas.

Adults are motivated to learn to read when they can link reading to a personal goal, such as getting a job, reading the Bible, learning about prenatal care, or getting a driver's license. New adult readers want to blend in with other adults; therefore, it is important that materials are visible, look "adult," and are not placed in the children's area of the library. Literacy and Libraries: A Planning Manual, developed by the Lincoln Trails Libraries System (Illinois), recommended that controlled vocabulary materials not be cataloged. The reason is that new readers generally do not use catalogs. They browse or ask the librarian and are easily overwhelmed by library jargon and processes. They recommend a simple arrangement such as organizing materials in broad subject categories like Jobs; Health; etc.

Many libraries use LSCA Title I funds to acquire and disseminate literacy materials. The following are examples of such projects. In 1985, Westbrook Public Library (Connecticut) purchased literacy materials and produced A Users Guide to the Literacy Volunteers' Collection of the Westbrook Public Library. Similarly, Suffolk Cooperative Library System (New York, 1984) produced a bibliography, High Interest Low Reading Level Books. The listing is organized in three sections: Basic Reading (listed by reading level), English as a Second Language, and Teacher's Manuals and Tutor Aids. The bibliography also has an author, title, and subject index. Suffolk found that because most tutoring takes place in the library, many students, as well as their friends and families, became library users.

Another approach, used by an Ohio grant to the Public Library of Cincinnati and Hamilton County, was to analyze the already existing library collection to determine materials suitable for audit illiterates. The library identified 450 items. The Free Library of Philadelphia has a Reader Development Program that provides books for agencies working with adults with low reading levels. In 1985, 97 local agencies participated in literacy programs in the area. The Free Library is unique in that it gives the books away without charge, making 450 titles available for the program.

LSCA literacy projects are also adding audiovisual titles to their literacy collections. For example, the South Carolina State Library has become a depository and resource for literacy audio visual materials. These materials are used to promote literacy awareness and to enhance training at the local level.

There is also a growing trend to develop literacy projects that match the culture and interests of the community from which the illiterate comes. While LSCA projects did not emphasize this trend, a few key elements of this type of community literacy approach were reflected in several projects. For example, the Broward County Division of Libraries in Florida developed its own literacy materials, using volunteers to produce local literacy materials for projects and to publish literacy newsletters containing student work. This project was featured on ABC Nightline with Ted Koppel.

A unique approach to solving the literacy problem is to adapt the environment to people with low reading skills. For example, Mike Fox, Executive Director of Push Literacy Action Now, advocates retooling welfare forms and report cards for a 4th-grade reading level. Some advocate lowering the reading level of textbooks. Opponents refer to this as "dumbing down." Libraries on the other hand are trying to help illiterates adapt to the reading environment .

Newspapers

Some literacy programs use newspapers as instructional materials. Newspapers have a number of advantages. Content is current, varied, and relevant to adult interests. For this reason, newspapers are good for teaching comprehenson skills and can spark interesting group discussions. Newspapers are inexpensive and easily available. Sections are short. Readability of different sections ranges from 4th-12th grade, so the newspaper can be used with all reading levels. The ads and cartoons have pictures, yet are not perceived as juvenile materials. The ads also have numbers, so they can be used to teach math. Carrying a newspaper is a sign that one can read; indeed many illiterates carry newspapers to disguise their illiteracy. Newspapers address survival skills such as buying goods and services, and finding a job through the classified ads. It is expected that use of newspapers in literacy projects will increase. In addition, several low reading level newspapers are available such as the weekly News for You.

Software

The idea of using microcomputers to teach reading to adults is a recent development. PLATO, originally developed for children and young adults, is now being used with adults also. PLATO, which offers testing, diagnosis, basic skills programs, drills, and retesting is available for higher level adult readers such as 8th-grade reading levels or those preparing for the GED. However, adequate software for the basic level, grades 0-4, adult non-readers is still lacking.

Several LSCA Title I projects are developing software for use in computer assisted literacy instruction (CAI) programs. Two New York projects, Mid-York Library System and Queens Borough Public Library reported that a useful criterion in selecting literacy hardware was the availability of compatible high quality, adult education software. Queens Borough previewed and evaluated 200 software programs before purchasing Apple microcomputers. Compatible software was purchased in four categories: drill and practice, word processing, tutorial, and educational games.

Mid-York Library System identified more educational software available for Apple computers than for any other microcomputer. They purchased an Apple IIe microcomputer with duodisk drive, color monitor, and Okidata Microline 92 printer. A color monitor was selected because the colorful computer graphics available in many programs lose appeal without the color capability on the screen. The printer has graphics capability.

Using a different approach, in 1985, the Chemung-Southern Tier Library System developed software that followed the Literacy Volunteers of America reading method, rather than modifying commercial software. Twenty-five thousand dollars in LSCA funds were used to hire a programmer to develop literacy education software for use by students on microcomputers. Commodore 64 computers were purchased and installed in five of the system's public libraries. Starting with the basic teaching manual of Literacy Volunteers of America, the programmer developed a series of software programs in Commodore BASIC (disk version), which support each of the major activities carried out by tutors. Some of the programs take the form of an "electronic notebook," aiding the tutor to generate and keep track of various drills, word lists, and mastery levels. Other software can be used by the tutor and student together, or by the student alone. Some of this software trades in the media of pencil, paper and workbook for an electronic counterpart. Other software meets all of a purist's definitions of CAI, with program branching dependent on a student's test answers, etc. In addition, Commodore public domain software was modified by deleting "juvenile" graphics and changing negative program responses to positives. All the software has advantages in terms of consistency and repeatability; a computer has more patience than any human tutor in doing a task over and over again. The summer 1985 issue of The Bookmark (New York State Library) includes several annotated literacy software lists, developed in the Mid-York and Chemung-Southern Tier System literacy projects.

In 1984, another LSCA Title I project at the Jacob Edwards Library in Southbridge, Massachusetts had a computer assisted literacy program that included materials for limited English-speaking persons, because beginner computer software for the limited English-speaking is also lacking.

Teaching Methods

Most children are ready to read by first grade. A successful student must master four basic skills to become a mature reader. He must develop a sight vocabulary, that is, he must learn to recognize an ever-increasing number of words on sight without stopping to figure them out. He must learn to apply the rules of phonics and word analysis to words not recognized immediately. A third skill essential to independent reading requires the student to use context clues to derive the meaning of unfamiliar words from the sense of their use in a sentence. Finally, the fourth skill necessary to good reading is comprehension, the ability to understand not only the individual words but the message they convey.

People have different learning styles. Literacy programs must assess the student's needs and match the student to the method that works best for him. A method that was popular from the 1920s to the early 1970s was the whole word approach (look-say method) in which the student memorized whole words. Recently, however, the trend has been back to phonics. In the past two decades, research has confirmed that children learn to read more effectively when they learn phonics (sounding out words) first.

Laubach Literacy uses a structured, phonics based series of workbooks to teach reading to adults. One advantage of using workbooks is that tutors without a teaching background are provided a structured curriculum. The Spaulding method (The Writing Road to Reading) uses a phonics-based multisensory approach. All the pathways to the student's mind are used--listening, speaking, writing, and reading. In the first weeks students learn 54 phonograms through structured drill. This is then applied to spelling words. The teacher dictates a word; the student says the phonogram he hears in the word, and writes down the word. After he has printed the word, he reads aloud the word he has written.

Literacy Volunteers of America (LVA) uses a more eclectic approach that can include the whole word method and some phonics. One of the strengths of LVA is that the language experience approach is used. The language experience approach fuses reading and writing. The student dictates a story about an experience from his own life. The tutor writes the story and then uses it as the reading text. It makes the reading experience more relevant. LVA also uses newspapers or other student materials as reading texts.

Another approach is used by Queens Borough Public Library (New York) in their writing classes. No texts or workbooks are utilized. Direction is given through a series of idea cards, teacher critiques, and peer support.

A number of 1984 California LSCA projects experimented with other reading methods such as Auditory Discrimination in Depth (ADD), Siskiyou County Public Library; The Literacy Council of Alaska (LCA), a former Right-to-Read and Adult Basic Skills academy), San Bernadino County Library; the Lindamood method, Mudoc County Adult Tutorial Program. Also, the Ventura County Library Services Agency (California) developed its own curriculum based on a psycholinguistic approach to reading.

Psychological Factors

There is a strong psychological component to successful literacy programs. Many adults have experienced failure with traditional methods, so adult programs must take a different approach. The tutor needs to show empathy for the illiterate's embarrassment about being illiterate and fear of formal examinations. The learner must be the center of the learning process. The learner's needs, interests, goals, and pace drive the curriculum; the tutor plays the role of a facilitator.

Illiterates often need suppportive services such as educational or vocational counseling, or counseling regarding personal problems. For example, refugees sometimes need counseling support to deal with post-tramatic stress resulting from painful events such as family separations, incidents of boat piracy and rape, the witnessing of executions of family members, survivor guilt, and the depression of leaving one's homeland and entering an alien culture. Learning can be blocked by unresolved conflicts and stresses. Communication skills are essential in tutors. Teachers must listen carefully, non-judgmentally, and be sensitive to the student's class, culture, and gender. Middle class values do not always apply. Establishing a feeling of mutual exchange with students is important; the bonding process is what keeps the student motivated.

Program Approaches -- Current Developments

There are many program approaches used by literacy projects. Most LSCA Title I projects use the traditional one-to-one tutoring approach, though some LSCA Title I projects focus on community literacy and technology, the other two major types of approaches.

One-To-One Tutoring Programs: A Model

A number of the LSCA Title I projects have been quite successful in using the one-to-one tutoring approach. From a review of these projects over the past five years, a model of a successful one-to-one tutoring program has emerged. The model incorporates elements identified in LSCA Title I projects as key factors in their successes and some successful elements identified in a recent Department of Education study, Guidebook for Effective Literacy Practice. The elements fall into 7 categories: 1) Planning and administering literacy programs; 2) Public and student recruitment; 3) Volunteer recruitment and management; 4) Tutor training; 5) Materials and instructional methods; 6) Evaluation; and 7) Students. The name of the State in which the successful element was developed is indicated in parenthesis.

1. Planning and administering literacy programs:

   ° A literacy planning manual developed (Illinois).

   ° A certified teacher or reading specialist in a key role in the project (Ohio, New York).

   ° A full-time paid literacy coordinator to serve as the core around which the literacy volunteers are organized (Indiana, North Carolina).

   ° Project planning that takes into account the fluctuating rates of enrollment, learners waiting, tutor recruitment, and training, and that most projects require approximately three months development to be ready to provide tutoring (California).

   ° A community literacy partnership formed with adult education, social service agencies, other literacy groups, the military, and the private sector (Indiana, California).

   ° Regional Literacy Networks (Maryland, New York, Kentucky).

   ° Project seeks stable secure funding and makes a long-term commitment to teaching adults to read. It can take several years for those in the 0-4th grade functional level to learn to read. California uses the terms "Literacy Program" or "literacy service" because these imply an essential, ongoing library service. On the other hand, the term, "literacy project," implies a short-term activity. (South Carolina, Massachusetts, California).

2. Publicity and student recruitment:

   ° Local or regional literacy hotline (Illinois).

° Recognition that personal contact is the most effective tool in reaching tutors and students (Illinois).

° Audiovisual or oral media directed to recruiting illiterate population. Print media used to reach literate community, volunteers, funding sources, and friends and families of illiterates (Illinois).

° Awareness that poor recruitment planning threatens the success of literacy programs if uncontrolled public service annoucements create long waiting lists, or enrollment drops due to inaccurate program representation (Guidebook for Effective Literacy Practice).

° Careful monitoring of phone styles since the first contact by illiterates is often made by phone (Guidebook for Effective Literacy Practice.

° Radio, television talk shows, exhibits, and public speaking engagements that reach illiterates in the community. Creative approaches included advertising in the television supplement of local newspapers and on grocery bags, distributing literacy bookmarks in bank statements, church bulletins, phone bills, and to government employees. (Oklahoma, Florida, Illinois, New York, Massachusetts, South Carolina).

° Creative use of the private sector, e.g., projects contacted barbershops, hardware stores, local restaurants, bars, laundromats, doctors, and optometrists to provide a brochure and to request permission to display a poster in their places of business; literacy brochures also used as food tray liners at fast food restaurants, placed in monthly welfare recipient checks, and food stamp offices; and posters displayed on buses (Indiana, Illinois, Guidebook for Effective Literacy Practice).

° Produce a local literacy directory (New York).

° Former illiterates used to canvass neighborhoods or speak to community groups (Guidebook for Effective Literacy Practice).

° Low income students given priority in tutor assignments (New York).

3. Volunteer recruitment and management:

° Literacy volunteers recruited from the target community. Use of former illiterates to recruit students and volunteers. For example, Lois Gross, a former illiterate in Kentucky, recruited singlehandedly 545 students and 456 tutors in one year. (Florida, Kentucky).

° Volunteers recruited from many sectors, i.e., students, retired people, former illiterates, service clubs, and corporations, to meet the need for tutors, as middle class women, long the basis of the volunteer pool, became less available as volunteers (Illinois, New York, California).

° Creative use of volunteers to support other project needs, i.e., child care and transportation for students, producing literacy materials, and fund raising (North Carolina, California).

- Requirements for volunteers clarified by including specific expectations in a job description. For example, a volunteer might be interested to know that 60% of volunteer time will be spent in direct tutoring and 40% in preparation and travel time. (California)

- An incentive minimum wage paid to develop new pools of tutors (California).

- Prospective volunteers and students interviewed to get a sense of their values and needs so that tutor and student are well matched (Illinois).

  (One tutor problem identified in an evaluation conducted by the Lutheran Church Women was that tutors talked too much and overwhelmed their students, who were not used to verbalizing their thoughts.)

- Monthly calls to each volunteer to provide support and encouragement (Florida).

  (An evaluation conducted by the Lutheran Church Women found that 50% of tutor volunteers never got to the first tutoring session.)

4. Tutor training:

   - Basic training for tutors, followed by periodic in-service training, to keep tutors up-to-date. A tutor-training handbook developed for the project and a videotape of tutor-training produced to serve as a refresher for tutors and to lend to groups in the community (North Carolina, Indiana, South Carolina).

   - Use of tutor training workshops on television (Kentucky).

   - Tutors trained in a variety of teaching methods by local reading specialists in schools and colleges (California).

   - A cadre of available trained tutors so students who ask for help don't have to wait for a tutor to be trained (North Carolina).

   - Sensitivity training for librarians about new adult readers (Iowa).

5. Materials and instructional methods:

   - Curriculum included not only reading, but also math and writing (California, New York, Massachusetts).

   - Lesson plans and individualized learning plans developed and used. A variety of teaching methods were used to adapt to the learning style of the student. (North Carolina)

   - Curriculum includes life skills seminars on topics such as health, personal finance, etc. (Illinois)

   - Development by project of its own locally-oriented materials (Florida).

- Materials selected carefully and included in a catalog (Ohio).
- Literacy materials evaluated and restocked regularly (North Carolina).
- Cooperative purchase of materials (Illinois).
- Program suggestions manual developed (Illinois).

6. Evaluation

- A needs assessment conducted prior to the beginning of the project, with continual evaluation during the project (Illinois, South Carolina).
- Testing of students before, during, and after literacy training to evaluate progress (New York, North Carolina).
- Tutors evaluated by students as well as supervisors (Illinois).

  (An evaluation by the Lutheran Church Women found that some tutors were unable to read a tutoring manual written at the 8th grade level.)

- Student termination tracked, and feedback used to improve the program (New York).

  (Projects have identified high dropout rates due to boredom with materials and lack of support, e.g., child care and transportation services.)

- Summative evaluation conducted at the end of the program year, which includes observations on completion of program objectives; student progress ((as measured by testing, student's affective changes (e.g., self-esteem) and whether or not the student met his personal goal (e.g., reading the Bible)); volunteer participation; and community impact (Massachusetts).

7. Students

- Student-set goals with immediate attention given to these goals. Instruction stopped when the student decided to stop. (New Jersey, Ohio)
- Orientation with peer counselors provided for new students to allow learners to express their concerns regarding returning to school and to allow fellow students to describe how they overcame obstacles (Guidebook for Effective Literacy Practice, Illinois).
- Group activities provided for students and former students to discuss problems and thoughts even if literacy training itself is one-to-one (Guidebook for Effective Literacy Practice).
- Book clubs for adult new readers (Ohio, Illinois).

- Supportive tutor-student relationships. (New York).

  (A meaningful relationship with the tutor is cited almost universally by learners when asked why they remain in literacy programs.)

- Summer literacy reading program for children incorporating field trips to the police department, post office, a radio station, and a printing shop to illustrate to students that no matter what you decide to do in life, reading is very important (Illinois).

- Tutoring provided at locations and times convenient for students (New Jersey, Ohio).

- Student materials featured in literacy newsletter (South Carolina, Indiana).

- Pre-adult basic education classes to ease the transition from one-to-one tutoring to a group learning situation (New York).

- Radio reading program for children broadcast daily or weekly (Illinois).

- Contact with students who have "stopped out" temporarily to demonstrate that the adult is missed and a place will be held for their return. Many adults come back, often with renewed purpose (Guidebook for Effective Literacy Practice).

- "Diploma" of recognition awarded to students as they progress through each of the four Laubach levels. (South Carolina)

- Student literacy committee formed to follow up on potential student dropouts, encourage student input, and plan social activities (New York).

- Project particulary selective in choice of tutor for 0 to 1.5 - grade reading level. Students on this level require special attention. (New York).

In 1985 an LSCA one-to-one tutoring program received special recognition. Mrs. Kathleen E. Tice, Community Services Librarian for the Annapolis and Anne Arundel County Library, was honored with the 1985 American Library Trustee Association (ALTA) Literacy Award. Mrs. Tice is credited with establishing a new library service, Adult Basic Literacy Education (ABLE), in cooperation with the Anne Arundel County Literacy Council and the County Board of Education's Adult Basic Education (ABE) program. Mrs. Tice also organized a public relations campaign that resulted in an unusual increase in both the number of adult students and volunteers for tutoring training. In 1982, 576 students, tutors, and teachers with literacy programs in Anne Arundel County used the materials provided through ABLE. In addition, literacy information requests increased from 56 to over 350 per month. In 1983 ABLE targeted 1,300 adult new readers enrolled in Adult Basic Education classes or working with a tutor in the Anne Arundel Literacy Council program. Publicity efforts spotlighted the availability of materials and programs, and highlighted the problems of functionally illiterate adults in our society.

Another one-to-one LSCA tutoring project, Cherokee County Public Library, South Carolina received two awards. In June 1985 the South Carolina Literacy Association, for the second year in a row, honored the project with the "Pursuit of Excellence" Award.

The project also received a National Award for special effort from Laubach Literacy Action for its "rapid and stable development."

Community Literacy Programs

Community literacy incorporates the psychosocial environment of students' lives with a group process. Individually oriented literacy programs are said to be more concerned with "mainstreaming" the individual into the dominant society of middle class values and perspectives. However, many illiterates do not see illiteracy as the major issue in their lives -- crime, drugs, poverty and joblessness are more important.

Community-oriented programs do not isolate literacy skill acquisition from other issues clients may face, and tend to see the literacy process as a means of empowerment. Because literacy in and of itself cannot alter structural inequities or socioeconomic sources of powerlessness, community-oriented programs use literacy instruction as a means of promoting critical awareness, self-confidence, self-esteem, and community participation -- all the things necessary to change one's life circumstances and gain more control.

Community Literacy Programs operate "in the neighborhood served and are often run by neighbors of those [served]. [These programs address] the social, economic, and cultural issues of that neighborhood... ." If the concern of the group is housing or food, a tenant's group or food cooperative might be formed.

Community control makes Langston Hughes Community Library and Cultural Center (New York) unique among public libraries. The people who direct and operate the center are from the surrounding community. They are not professional librarians. They have the back-up of the Queens Borough Public Library and a professional librarian on staff to provide technical assistance. An elementary school student homework assistance program, started in 1969, uses six college students as tutors in reading and math. In 1985, 80 students were enrolled, and there was a waiting list. An information and referral service provides survival information on such topics as child care, youth resources, legal aid referral, educational opportunties, consumer complaints, health services, holiday depression, etc., and provides a community bulletin board. In 1981 Langston Hughes became an outreach center for Queens Borough Public Library's Literacy Volunteer project. In 1983 Mrs. Barbara Bush, wife of Vice-President George W. Bush, visited Langston Hughes as part of her national campaign to encourage reading and eradicate illiteracy.

Several libraries used LSCA Title I funds for library-based programs to support community literacy programs through information and referral services. Community Library Information Center (CLIC) in Prince George's County, Maryland, for example, set up a service to help adult new readers identify and utilize community information resources relevant to their literacy needs.

CLIC provided materials and information for adults enrolled in Adult Basic Education, English as a Second Language, and other literacy programs in the county.

One advantage of community based efforts is that they tend to be more successful in reaching the lowest level of readers. However, only 600,000 - 700,000 illiterates nationwide are served by community based efforts.

Technology Programs

The primary focus of technological literacy projects under LSCA Title I was the interactive use of computers. Some literacy experts regard new technologies as the best hope of reaching the 95% of illiterates not being reached by current programs. One key component of several successful projects was that they did not use computers to replace the human element in literacy training. Several projects noted, however, that computers provided great assistance by handling the more routine testing, recordkeeping, and other paperwork for both tutors and students, allowing tutors to spend more time teaching.

A project in the Peoria Public Library in Illinois is currently developing software for the Laubach method of teaching adults to read and is testing three premises:

1. That completion of the Laubach course can be accelerated by using computers to reinforce tutoring;
2. That volunteers can increase the number of students handled by using computers for the repetitive practice portion of the lessons; and
3. That the availability of computers will attract students who might otherwise not acknowledge any handicap in reading skills, and will help retain these students in the program.

Video and videodisc technology is another area being explored. One approach uses a self-paced videodisc that presents pictures and sound. The student does not have to know how to type, but merely touches the screen to indicate his response to the instructions.

Onondaga County Public Library is located in Syracuse, New York, which is the home of both Laubach Literacy International and Literacy Volunteers of America. Onondaga County Public Library reflects this distinction in its varied literacy program started in 1983. A cornerstone of the program, which serves illiterates (adults, limited English speaking, and children), is the System 80 developed by Borg-Warner. System 80 is an audiovisual learning machine designed to help adults and children improve skills in reading, phonics, and math. Each individual lesson has an unbreakable phonograph record and a synchronized instructional film-slide, which even a child can load easily. As audio questions are asked, students respond by pressing one of five buttons located directly beneath possible answers which appear on the screen. If the student answers correctly, the film-slide will automatically advance to the next frame. If the answer is incorrect, the audio question is repeated and the student may respond again. Onondaga has available at 16 libraries, 114 System 80 kits, 80 record and slide kits, and 1000 individual lessons at various educational levels with subject titles like "Learning Essential Vocabulary," "Improving Math Skills," "Reading Words in Context," "Learning Essential Skills," "Improving Reading Skills," and "Learning Essential Vocabulary."

The System can be used by an individual working alone or with a tutor. In 1984 Jane Cathcart, Project Supervisor, received the annual Central New York Coalition for International Literacy Day award.

In 1987 the Massachusetts Board of Library Commissioners plans to use LSCA Title I funds to experiment with cable television as a teaching medium. As they stated in their LSCA Annual Program:

> Research indicates that there is a need for literacy programming for grade levels 0-4. There is also a need to experiment with library outreach to the target group who, for a number of reasons, including work schedules or personal embarrassment, cannot or will not take advantage of tutoring at the local library. At the same time, outreach is needed to supplement the tutoring effort conducted at the local public library. Cable television (CATV) offers an attractive means to reach people outside of the library environment. People could watch programming in the privacy of their own homes at times more convenient than those offered by the library and the pool of tutors. However, we have not found (in an exhaustive search) an adequate series of programs aimed at the 0-4 level for CATV broadcast.
>
> The Massachusetts Board of Library Commissioners in partnership with American Cablesystems Corporation is developing a series of captioned instructional video programs to teach certain reading skills for levels 0-4 for broadcast by cable stations in Massachusetts. The TV series will be more than reading lessons. It will include drama, humor and real-life situations to reinforce its points and be more entertaining. A home workbook may be included. It is hoped that the programs will motivate adult new readers to seek out additional reading programs in the community. After an experimental pilot run in Massachusetts, the series will be shown on American Cablesystems' channels in New York, Florida, Illinois, and California.

In Fiscal Year 1985 Bartow County Library System (Cartersville, Georgia) began production of a lifeskills video series for illiterates. The first was entitled Job Interviewing. Other videos planned included Family Finances, Positive Parenting: Meeting Your Child's Physical Needs, and Positive Parenting: Meeting Your Child's Emotional Needs.

Service to Special Groups--Current Developments

Large segments of the functionally illiterate population are comprised of subgroups with special needs that require specially designed literacy projects. The LSCA program has shown leadership in responding to these needs with projects designed especially for families, young adults, disabled, institutionalized, and limited English-speaking, and rural areas.

Family Literacy

Literacy training begins at home. A 1986 U.S. Department of Education publication, What Works, outlines common sense steps that families can take to provide a good education for their children. While one might know intuitively many of these ideas, each has the benefit of being validated through research. What Works gives the following recommendations for pre-literacy training for families to use as guidelines in their children's education:

1. Parents are their children's first and most influential teachers. The best way for parents to help their children become better readers is to read to them--even when they are very young. The conversation that goes with reading aloud to children is as important as the reading itself. When parents ask children only superficial questions about stories, or don't discuss the stories at all, their children do not achieve as well in reading as the children of parents who ask questions that require thinking and who relate the stories to everyday events.

2. A good foundation in speaking and listening helps children become better readers. Conversation is important. Children learn to read, reason, and understand things better when their parents: read, talk, and listen to them; tell them stories; play games; share hobbies; and discuss news, TV programs, and special events.

   When children learn to read, they make a transition from spoken to written language. Reading instruction builds on conversational skills; the better children are at using spoken language, the more successfully they will learn to read written language.

   Research shows a strong connection between reading and listening. A child who is listening well shows it by being able to retell stories and repeat instructions. Children who are good listeners in kindergarden and first grade are likely to become successful readers by the third grade.

3. Children who are encouraged to draw and scribble "stories" at an early age will later learn to compose more easily, more effectively, and with greater confidence than children who do not have this encouragement.

   Very young children take the first steps toward writing by drawing and scribbling, or, if they cannot use a pencil, they may use plastic or metal letters on a felt or magnetic board. Some preschoolers may write on toy typewriters; others may dictate stories into a tape recorder or to an adult, who writes them down and reads them back. For this reason, it is best to focus on the intended meaning of what very young children write, rather than on the appearance of the writing. Children become more effective writers when parents and teachers encourage them to choose the topics they write about, and then leave them alone to exercise their own creativity.

4. A good way to teach children simple arithmetic is to build on their informal knowledge. This is why learning to count everyday objects is

an effective basis for early arithmetic lessons.

5. In order to enrich the "curriculum of the home," some parents provide books, supplies, and a special place for studying; observe routines for meals, bedtime, and homework; and monitor the amount of time spent watching TV and doing after-school jobs.

The guidelines for preliteracy training described in What Works provide goals for families to strive for. However, it must also be recognized that many families do not have the time required to carry out these goals. There have been dramatic changes in American lifestyles resulting in more single-parent and two-working parent homes. Of children born in 1986 nearly 59% will spend some or all of their first 18 years in households headed by one adult.

According to census data, by 1990, an estimated 80% of children under age 6 will have working mothers. A recent study noted that enrollment in high quality preschool daycare programs and added academic help in the first 3 years of school significantly improve the chances of disadvantaged children to achieve school success. Ms. Jeane Chall, Director of the Harvard University Graduate School of Education Reading Laboratory, believes that kindergardeners can be taught the rudiments of the alphabet and phonics, playfully, as Sesame Street does, in preparation for learning to read. In the early grades, schools need to target reading assessment and provide remediation. It has been pointed out that high school teachers also need to be trained in remediation.

Some examples of family literacy activities in LSCA Title I projects follow. Lawrence Township Public Library in Illinois established a summer literacy reading program in 1985 for first through fifth graders who met the minimum requirements for promotion to the next grade, but who had reading problems.

Similarily, York County Library (South Carolina) in FY 85 provided a summer reading program for second grade children identified by the school system as meeting minimum requirements by promotion from first grade, but who had reading problems. Parents were then contacted and urged to "help" their children participate in the reading program. In this way they could be drawn into the program and participate as actively as their children. The program meets two to three times each week in groups led by certified teachers. Parents are offered special programs and children are offered story-telling, art, and drama in addition to learning to read.

In 1982 the Dekalb Library System in Decatur, Georgia set up a Homework Center in this low-income Atlanta suburb where traditional services had been ineffective. An average of 65 upper elementary and high school students came each afternoon to the Center for a quiet place to study and some personalized tutorial help from professional staff. They typed their reports on the Center's typewriter, viewed education programs on the audio-visual equipment, and operated the Center's Apple II computer, the same kind of computer used by Dekalb schools. School officials provided copies of computer programs that the children used in class. This project and Maryland's Babywise project, described below, carry the honor of having been selected as model library programs, appropriate for replication, by RMC Corporation, under contract with ED.

Howard County Library's Babywise program (Columbia, Maryland) was started in 1985 and continued in 1986. It was designed to provide parent training programs for working/single/teenage parents and childcare workers on the selection of developmentally appropriate materials for children up to age 3. There is a collection of materials designed to assist developmental growth and an ongoing publicity effort to alert potential patrons. Teenage parent seminars are conducted as part of the Babywise program. A parent-tot area is available for use. Services are provided through the library, bookmobiles, and interlibrary loan.

More attention is gradually being given to programs that seek to break the cycle of illiteracy that passes from non-literate parents to children. One example, not an LSCA project, Collaborations for Literacy, in its third year of operation, is an intergenerational project involving the Boston Public Library, Boston University, the Massachusetts State Board of Library Commissioners, B. Dalton Booksellers, the Federal Work Study Program, and other groups. College Work Study students are trained by Boston University's School of Education faculty and Literacy Volunteers of Massachusetts and are paid to teach functional illiterates how to read. Tutors attend a weekly inservice seminar for which they receive academic credit. Adults who are interested in reading to and with children ages 4-11 on a regular basis are invited to participate. Adults are taught to read children's books featured on the popular TV series, "Reading Rainbow." Once an adult masters a book, he in turn reads it to a child, grandchild, or neighbor's child in the library where the tutoring takes place. The child is thereby provided with both an adult role model and a positive image of the library. The program is being replicated in Orangeburg, South Carolina, and is being implemented with LSCA funds in Austin, Texas.

In FY 85 a Vermont LSCA project developed a bibliography of books for the very young to help functionally illiterate parents choose books to read to their children.

Young Adults

The Young Adult Literacy Assessment (ED, 1986) found that 15% of those 21-25 read below the fourth-grade level and another 15% read below the eighth-grade level even though 98% had completed the eighth grade.

Young adults have special needs. Adolescence is a period of confusion, strong emotions, identity crises, and challenges to adult values, words, and behavior. New roles are tried and discarded. Social workers have noted that the best access to young adults often is via peer groups that are influential in this phase of development. Group work can be far more effective than the traditional one-to-one approach. With LSCA Title I support, Englewood Public Library in New Jersey, developed a young adult literacy project that took this factor into account. The project featured group tutoring experiences where students "dropped-in" at pre-designated hours. An adult was always available to provide backup support and a corps of teen tutors was trained. A teen advisory council was formed and teens helped in adapting or designing training materials.

Disabled

There is a growing awareness that many physically handicapped persons have not benefited from special education and need special literacy efforts. For example, literacy is sometimes a problem for the hearing impaired because oral language skills must be developed prior to reading, putting a deaf person at a distinct disadvantage. In 1985 Nebraska installed a Telecommunications Device for the Deaf (TTD) machine at Contact Literacy Center to give deaf illiterates access to its hotline.

The LSCA program funded several literacy projects for the developmentally disabled. The Mansfield-Richland County Public Library in Ohio extended services to 350 developmentally disabled and functionally illiterate adults identified by area agencies. Three in-depth staff awareness sessions were held.

Materials were ordered and a catalog of the materials prepared and distributed to group homes, area agencies, classroom teachers, users living independently, and to the library. In another project in 1984, the Fairview Training Center in Oregon planned to develop an alternative to traditional special education methods for the mentally disabled, using a combination of computer-assisted instruction and computer-assisted video instruction.

Literacy Volunteers of Westchester County (New York) has incorporated a learning disabilities component into its very successful literacy program and in 1984 developed a student intake questionaire designed to identify learning disabled students.

Institutionalized

Illiteracy among prisoners in some States is estimated at 60% and the average youthful inmate reads at the 6.9-grade level. The LSCA program has been very responsive to the need for literacy programs, not only in prisons, but in other types of institutions. The major emphasis of these projects was new technology, General Education Development (GED) preparation, purchasing high interest/low reading level materials, and tutoring. The key to prison literacy programs is motivation. It is sometimes difficult to cultivate an inmates's desire to read, when the only incentive offered is that he or she will be able to obtain a minimum wage job when he or she leaves prison. For this reason, other incentives will have to be offered.

The State of Virginia has instituted a "no read, no release" parole policy, which mandates literacy as one factor considered in parole decisions. Federal prisons and State prisons in Maryland, Arkansas, and Tennessee require inmates to participate in education programs.

Another incentive is that inmates like to be able to write letters; in prison waiting lists to use the telephone can be a month long. Writing letters is one of the major forms of communication with the outside.

Under LSCA Title I, the Oakhill Correctional Institute in Madison, Wisconsin developed a technology-based Literacy Center that is being replicated in other institutions and public libraries in Wisconsin and in some out of State.

The major features of the project included the following:

1. A literacy librarian;
2. Resident volunteers trained as peer tutors;
3. Computerized literacy instruction for those with a reading level of grade 2 and up, with an emphasis on reading, grammar, spelling, and math;
4. One-to-one tutoring for those with no literacy skills, using a phonetic teaching method;
5. A core collection of basic skills software suitable for correctional institutions;
6. An internal referral network comprised of teachers and social workers;
7. Written guidelines with annotations that can be used as an acquisitions model for similar projects;
8. An English as a Second Language (ESL) component; and a
9. Vocational and occupational computer software collection for pre-release training.

While almost every prison in the country has adult education, fewer than 100 of the nations 3,493 city and county jails offer this opportunity. Kentucky's Green River Adult Literacy Project in 1984 initiated a successful county jail project, which was replicated in Henderson County, Kentucky in 1985.

People with Limited English-Speaking Ability

Roughly one-third of illiterates age 20 and above were born abroad, and speak a non-English language at home. Each year an estimated 1.4 million refugees and immigrants not literate in English are added to the pool of adult illiterates.

It has been found that speaking English precedes learning to read and write in English. Many LSCA Title I projects focused on people who cannot speak or read English. No fewer than nineteen languages were covered in LSCA limited English-speaking programs in 1984: American Indian, Cambodian, Chamorro, Chinese, French, German, Hebrew, Hmong, Italian, Japanese, Khmer, Korean, Laotian, Polish, Portuguese, Russian, Spanish, Vietnamese, and Yiddish.

Current research indicates that there are advantages to teaching illiterate language learners to read in their native tongue before teaching them to read in English. Because reading is language related, native speakers of other languages can be taught more easily to read the language with which they are familiar. The entire reading skill can then be transferred to reading English. For example, in their 1986 project "Pre-English as a Second Language: Literacy in Spanish as a First Step" the Universidad Popular and the Chicago Public Library cooperated in a literacy program that taught Spanish speaking adults how to read and write in Spanish. A substantial number of Universidad Popular's students had dropped out of ESL classes for lack of basic pre-reading skills.

In 1984 The Fresno County Free Library (California, $60,000) directed its adult literacy project toward the Hmog and Lao communities. Tutoring and materials were customized to these preliterate groups. In addition, life skills were taught.

In FY 85 Chicago Public Library, (Illinois) made available self-study cassettes in twenty languages for ESL students. Cassettes for a variety of literacy levels were available, including cassettes designed for students who knew no English. Some cassettes instructed only in English. Cassettes featured fiction, learning English through songs, learning English vocabulary for job interviews, and how to use the telephone, etc. The project noted a growing use of videocassette ESL materials.

In 1985, the Jones Library in Amherst, Massachusetts used LSCA Title I funds to write a guide to library ESL resources, arrange for its translation, and distribute copies to the Hampshire County Cambodian community and to tutors. In 1986 Oklahoma hoped to videotape ESL tutor training sessions and make them available Statewide.

The demand for ESL classes can reach fever pitch. Queens Borough Public Library (New York) provides no fewer than fifty-two ESL classes in seventeen sites; yet the demand still exceeds the availability of classes. Registration for these classes is centralized. The competition among registrants for the opportunity to learn English was so intense that security guards had to be hired to subdue fist fights that were breaking out in the registration lines.

Rural Literacy

It has been found that urban literacy approaches must be adapted to be suitable for rural literacy programs. In her article about developing rural literacy programs, Janet Tabor describes a rural LSCA project begun in 1983 by the Mohawk Valley Library Association (MVLA). She has determined that rural literacy projects differ from urban literacy projects in the following ways. Urban methods of publicity, fund-raising, and recruiting assume a concentrated population and mass information disbursement. Ms. Tabor notes that:

> In the nonurban setting, the 'community' may be a 600 square mile county with no common communication pathways and any number of villages and townships with separate records halls, representatives and governing organizations. Dealing with this potpourri of communities simultaneously can be a staggering problem.
>
> It is imperative that a social and attitudinal profile of the region be developed. Rural areas frequently retain an isolationist attitude. There is a tendency to avoid recognition of social problems, a psychological mind set that places incredible emphasis upon maintaining the status quo and a strong upper/lower class boundary. This is the 'small town syndrome'... . If there is a single recommendation relevant to surveying a rural area, it is that the goal must be not only the collection of information but also its dissemination. A literacy program in this setting cannot be introduced to the area; it must be the result of a participatory effort that involves the community-at-large. We devoted over 10 months to surveying and educating the various population segments about illiteracy in general before we ever introduced the jdea of an actual literacy tutoring program.
>
> Often rural areas are not consistently served by newspapers or radio and television stations. There may be a series of small presses and broadcast stations, but, in some sections, public media are virtually nonexistent.

> Another consideration is the cost of using the telephone to maintain public relations contact with support agencies and volunteer staff. Often, rural regions are serviced by more than one telephone utility, and even villages and townships within the same system are subject to toll charges. This affects not only the overall program expense but also influences the willingness of potential support providers, tutors, and students to initiate contact. People are much more responsive if contact is verbal. Early indications are that ... mass mailings, direct distribution of promotional materials, and telephone and personal contact will eventually provide countywide awareness of program services and increasing 'word-of-mouth' publicity, which a rurally based organization requires in order to function on a long-term basis.
>
> The same geographic character that affects communication ... complicates transportation. Problems include the lack of mass transportation and the fact that potential students, due to illiteracy, do not possess a driver's license... . Many students and tutors reside as many as 60 miles from instructional meeting sites.
>
> Scheduling and traveling to outlying tutor trainings, locating alternate tutor/student meeting sites throughout the service area, developing satellite material collections, and implementing a travel reimbursement program for tutors represent possible solutions for providing fully accessible services for a rural population.

The highly successful Kentucky River Adult Literacy Project reflects the unique qualities of rural literacy projects. Illiteracy in the Appalachian Mountain Mountain area is traced back to the early nineteenth century, due to geographical isolation as well as set attitudes regarding the value of education. This project, started in 1981, serves a rural region consisting of eight counties. The Literacy Coordinator, Lois Gross, a former illiterate, in 1982 single handedly conducted 80 Laubach training workshops throughout the region, enrolled 545 students and 456 tutors, and averaged 900 miles per month in travel. By 1983 this project was considered the model literacy program for Kentucky public libraries. The coordinator and her staff presented this model program in 11 counties of the Kentucky River Library Region. As a result the 3 other library regions in 1984 decided to initiate literacy projects based on the model.

In FY 85 the program reached 543 students and 566 volunteer tutors. Activities included keeping in contact with the combined total of 1,109 volunteer tutors and students, traveling in a mountainous area, and conducting workshops for tutors. A part-time secretary monitored all students' progress and kept statistics on the project, enabling the coordinator to maintain contacts and continue recruitment of more students and tutors. Tutors are found most often among the husbands, wives, and neighbors of the students. There was a major effort to contact coal miners. Many times the Literacy Coordinator and her staff were turned away by coal operators who feared mining inspectors and wildcatters. The need to reach miners was paramount, because many were not able to read safety instructions. Others, laid off, were unable to complete applications for unemployment benefits. Now that efforts have gained public attention and student enrollment is sustained at a high level, future plans include the development of local literacy councils.

Statewide Coalitions--Current Developments

Secretary of Education William J. Bennett has noted that the States must play a primary part in addressing both the dropout problems and illiteracy, indicating that these are two national problems that do not lend themselves to a Washington solution. States have recognized this and are taking on a growing role in literacy efforts. One of the most notable trends in the LSCA program is the establishment of statewide literacy councils or coalitions in 33 states. State library agencies are active partners in most of these statewide planning bodies, and in some cases library leaders were directly responsible for their creation.

Statewide coalitions are supported with LSCA Title I funds in many States. Some of the activities of these coalitions are described below.

1. A statewide information and referral service on literacy (Minnesota).
2. Manuals for starting a literacy program (Kentucky).
3. A statewide literacy conference or statewide literacy teleconference (Virginia, Kentucky, New York, California).
4. A speakers' bureau with literacy experts (Indiana).
5. A statewide literacy newletter (Indiana).
6. A 10-year statewide literacy plan (Indiana).
7. The development of a tool to help companies assess literacy needs of their employees, calculate the costs of illiteracy to the company, and identify appropriate instructional strategies (Indiana).
8. A directory of literacy service providers in the State (Massachusetts. Florida).
9. A literacy program in the State government to match State employees who need literacy training with other State employees who can serve as tutors (Illinois).
10. Hearings across the State to gather information on the extent of the illiteracy problem, what the communities are doing to address the problem, and how the State council might assist (Illinois, Arizona).
11. A statewide literacy hotline (Illinois).
12. Assistance to local cooperative literacy ventures to move from informal to formal structures via contracts and memoranda of understanding (California).
13. The requirement of local coordination as a condition of grant funding (Illinois).
14. A literacy logo for the State (California).

15. Literacy proclamations and resolutions by State and local governing bodies and officials from such organizations as the Boy Scouts, churches, service clubs, and ethnic associations (California).

16. Broad involvement of other State level agencies: Indian Affairs, Mental Health, Corrections, Human Services, and Education (Oklahoma).

17. Presentations at State conferences of service groups, e.g., Lions Club, Urban League, Firefighters Association (Oklahoma).

18. Representatives of labor, the media, and corporations included in the statewide Literacy Council (Illinois).

19. Local military bases involved in literacy projects (California).

20. An application to Library of Congress to become a local Center for the Book (Oklahoma).

21. Regional literacy programs in rural areas for illiterates who do not want to be recognized receiving literacy training in their own small local community (Oklahoma, Texas, New York).

22. Establishment of a foundation for purposes of receiving donations (Kentucky).

23. Establishment of a position for a statewide literacy coordinator (Kentucky, California).

In June 1986 special recognition was given to the Illinois Literacy Council. Mr. Jim Edgar, Illinois Secretary of State and State Librarian, was the recipient of the 1986 American Library Trustee Association (ALTA) Literacy Award. The ALTA Literacy Award is given annually to an individual who has done an outstanding job in making contributions toward the extirpation of illiteracy. Since the establishment of the Illinois Literacy Council in May 1984, Mr. Edgar has advocated public support of local programs in Illinois. At his direction, the Illinois State Library made $700,000 in LSCA funds available to libraries and library systems for development of literacy programs or support services for programs already in existence. Mr. Edgar also requested that Governor James Thompson include $2 million in his education reform legislation for support of literacy programs. This was approved in June 1985 and the Secretary of State's Literacy Grant Program was established.

Evaluation and Research Needs

The lack of adequate needs assessments and program evaluations contributes to the disagreement in the literacy field on the definition of literacy, the number of illiterates, and the best approach to the problem. Methods for evaluating program effectiveness are often poorly defined and the demand for tutors does not leave sufficient time to evaluate projects. Some experts advocate that needs assessments be conducted in localities nationwide. Most projects do not employ control groups to compare the achievements of groups of persons receiving training with groups of persons not receiving training. In its recommendations for a national literacy policy, the Coalition on Literacy notes that evaluation money is needed for community based programs that reach adults who read at the 0-3 grade reading level. Potentially, the LSCA Literacy programs could make significant contributions in these areas of evaluation.

Secretary of Education William Bennett includes "research that guides policy and informs practice" as a key part of the Department's Literacy Initiative. Several areas where more information is needed have been identified in our review of LSCA Title I projects. These areas could be researched and developed as part of LSCA literacy projects, or through private sector research projects.

Examples of these research issues include the following:

1. An online, computerized data base of high quality literacy print and software materials with critical annotations. Access would be by subject, title, and reading level.
2. Computer software with voice component developed for adults with 0-4 grade reading levels.
3. An impact study of how the lives of former illiterates have been affected by becoming literate.
4. Research on the dropout rate in library literacy projects. What elements cause it? What can be done about it?
5. Development of a matrix of potential literacy target groups (poor, young adult dropouts, families, employees, children, new Americans, disabled, institutionalized, elderly, urban, rural); tutoring methods, (phonics, etc.); materials (books, software, newspapers); settings (library, school, home) and modes (classroom, one-to-one, informal group); and types of tutors. Test whether the matrix identifies the most appropriate matches among the target groups, methods, materials, settings, modes, and tutors.
6. Research on the most effective and low cost marketing strategies to attract tutors and students.
7. Study of the applicabilty in the United States of other countries' successful approaches to adult literacy development.
8. Research on the most effective methods for training tutors.
9. Research on the connection between illiterates and tutors, i.e., how well do middle class tutors relate to low socioeconomic status (SES) students?
10. Research on the most effective uses of technology in library based literacy projects?
11. Research on the difference between the way children learn to read and the way adults learn to read.

12. Research on how well literacy programs serve learning disabled illiterates. Volunteer tutors generally do not have the technical background needed to recognize and help learning disabled illiterates. A simple screening device could be developed that would distinguish learning disabled illiterates from those whose illiteracy stems from other causes and that could refer the learning disabled to appropriate help, e.g., special education teachers.

13. Develop reliable measures for the number of illiterates, locally and nationwide.

Moving Ahead

Public and private organizations are actively pursuing new ways of meeting the literacy challenge. Laubach Literacy Action, Literacy Volunteers of America, and the Lutheran Churchwomen have a long history of grassroots literacy initiative.

In 1984, the Coalition for Literacy, formed by the American Library Association, together with the Advertising Council launched a very successful three year drive to alert the public and recruit literacy tutors and students. Contact Literacy Center (Lincoln, Nebraska) in cooperation with the Coalition for Literacy has formed a nationwide computerized directory of literacy organizations and maintains a toll-free phone number that can be used as a clearinghouse for potential students and tutors.

ABC-TV and the Public Broadcasting Service (PBS) recently announced Project Literacy U.S. (PLUS), a joint multimillion dollar literacy campaign for the 1986 and 1987 broadcast years. PLUS will operate in two phases: outreach (in process since January, 1986) and community awareness. So far 100 national organizations have pledged their support to establish activities on the local level and 310 community task forces have been set up by ABC and PBS affiliate stations of which there where a total of 525, all of which will be participating. National networks programs began in September 1986, after outreach programs had been set into motion.

Programs will include documentaries and spots on shows such as ABC News Nightline and World News Tonight, and a made-for-television movie. PBS will air "Project Second Chance," a 43-part high school equivalency program, and a special series on the English language. In addition, story lines of daytime serials, prime time shows and after school specials will call attention to illiteracy. Both networks will provide a continuous focus on illiteracy in public service annoucements, and affiliates will supplement national programs with their own local programming. ABC radio will also carry public service annoucements and mini-documentaries on illiteracy on its 1800 radio network affiliates.

National Public Radio (NPR) as part of PLUS has received funding from Corporation for Public Broadcasting (CPB) to present special programs on NPR's two weekly Spanish-language programs. These will focus on the problems facing Hispanic illiterates.

PLUS telecasts are expected to reach more than 50-million households. In addition, the American Newspaper Publishers Association is mounting a major literacy awareness campaign through its 1400 newspapers in tandom with PLUS. On September 7, 1986 "Literacy Sunday" religious leaders throughout the country included the subject of literacy in their sermons.

The Business Council for Effective Literacy is mobilizing the private sector. B. Dalton book publishers recently committed a $3 million grant to help reinforce literacy efforts, and has provided much publicity.

The Federal government has also set up several new initiatives. In April 1985, two bills, S.J. Res. 112 and H.J. Res. 244, were introduced in Congress for a second White House Conference on Library and Information Services in 1989, with literacy as one of its themes. In addition, the Federal Interagency Committee on Education (FICE), whose goal is to maximize Federal resources through interagency cooperation, sponsored a survey of adult literacy programs in the Federal government to determine what the government was currently offering in support of literacy. The survey identified 75 Federal programs that in FY 85 provided a total of $347.6 million for literacy-related activities. A directory of these activities was produced.

The Center for the Book (Library of Congress) has proclaimed 1987 as "The Year of the Reader" and has launched a nationwide campaign to encourage, emphasize, and celebrate reading. The program addresses both illiteracy and aliteracy (the loss of reading skills and interest by those who can read but dont't).

Fighting illiteracy is also a high priority of ED. Secretary Bennett has asked all ED offices to examine ways they can help support literacy activities, and he has directed the Adult Literacy Initiative staff to coordinate educational programs that have adult literacy components and to promote literacy efforts at all levels.

A recent LSCA initiative is the new Library Literacy Program under LSCA Title VI. This program was established by Congress when it reauthorized LSCA in 1984. Under this discretionary grant program State and local public libraries apply directly to ED for grants to support library literacy projects. Basically, State libraries can coordinate and plan library literacy programs and arrange for training for librarians and volunteers to carry out such programs. Local public libraries can promote the use of voluntary services of individuals, agencies, and organizations in providing literacy programs; acquire library materials for literacy programs; and use library facilities for literacy programs. Grants are limited by statute to $25,000. In FY 1986, first year of operation of the program, grants were awarded totaling $4,785,000.

The Challenge Ahead

It is important to remember that literacy goes beyond the ability to read and write. Once those skills are mastered, literacy becomes a way of enriching one's life and contributes to the enrichment of society. Jonathan Kozol, author of Illiterate America, says the real cost of illiteracy is that it is an insult to democracy. People who cannot read can neither "choose" in a restaurant nor "choose" in the voting booth. He purports that the "Art of War" is a national priority while the "Art of living" is left to volunteers.

The challenge is there for all of us -- the Federal government, State and local governments, the private sector, families, volunteers, and illiterates. Rather than dispute literacy figures, definitions, and methods, rather than debate who is doing more and who less, we must recognize that there is enough illiteracy for all of us. All our efforts are needed in the battle against illiteracy. Our challenge is to work in partnership with one another to win the war.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
LIBRARY PROGRAMS
PUBLIC LIBRARY SUPPORT STAFF

Library Services to the Blind and Physically Handicapped

Fiscal Year 1985

By

Clare De Cleene

According to the National Library Service (NLS) of the Library of Congress, approximately 1.3% of the American population is blind or physically handicapped. Library services to these people have been provided through regional libraries for the blind and physically handicapped. These libraries serve as distribution centers for audio-recorded materials and playback equipment available from the NLS. Because NLS makes no cash grants to the States, operating funds for the regional libraries have come from other sources, including LSCA.

In Fiscal Year 1985 (FY 85), LSCA Title I funds for library services to the blind and physically handicapped totalled nearly $4.5 million. While this represents an increase of only 1% in Federal dollars that States committed to this program, increased State and local allocations resulted in an overall 12% increase from FY 84 funds to FY 85 funds supporting these library services. Trends in state reports indicate the following:

1. Circulation of materials has remained the same or increased. In Washington and New York, increases of 57% and 66% respectively resulted from automating library procedures. Where a decrease was reported in circulation, the cause was attributed to problems incurred in converting from a manual to an automated system.

2. There continues to be an increase in the acquisition of large print books.

3. With the addition of Arizona, Iowa, Oklahoma, and Minnesota, radio reading services have increased from nine States to thirteen.

4. Seventeen States reported varying degrees of involvement with automating their services to the blind and physically handicapped. An additional three States indicated plans to fund or place an order for computer hardware and software.

5. Use of volunteers remains essential to most programs. Several States have volunteers in penitentiaries assisting in recording materials on tape or repairing equipment. The Atlanta (GA) Braille Volunteers were selected as Atlanta's best volunteer group in 1985.

6. The special needs of blind and physically handicapped children are beginning to be recognized. Following Arizona's suit, Illinois, Massachusetts, and New York have created special programs directed at children.

What becomes apparent in the project evaluations is the recognized need for and efforts towards automation of functions in libraries serving the blind and physically handicapped. Comments on the difficulty of maintaining current patron files, maintaining inventory, and keeping accurate statistics appeared in many reports. Most libraries still using manual systems recognized the need for automation and were in the process of automating or were pursuing funding for automation.

While the attached reports indicate the status of libraries in 1985, the NLS reports that as of January 1, 1987, 31 regional libraries were automated, 4 regional libraries were partially automated, and 21 regional libraries were manual. Of the automated regional libraries, 14 used Data Research Associates (DRA) and 5 used Reader Enrollment and Delivery System (READS). Most of the 105 subregional libraries were not automated. Of those subregional libraries that were automated, 16 used DRA, 2 used READS, and 5 were "independently automated." According to their information, NLS expects 10 libraries to install READS in 1987 or 1988.

While no specific information is kept on the effects of automation on circulation, there seems to be a significant trend that circulation decreases while conversion takes place and increases considerably after conversion. Most of the automated libraries increase circulation, because the systems facilitate selection and turnaround of materials. Automation of the Kentucky regional library in 1985 resulted in a 33% increase in circulation over the average of the five previous years. Washington and New York also experienced very impressive increases in their first year of automation.

Aside from the efforts towards automation, other program evaluations have brought to light some noteworthy programs. These include the following:

Illinois - A program entitled "Elephants Have Disabilities When It Comes to Say, Dancing, But for the Disabled the Greatest Disability is Getting a Job" was directed at designing a work area for a severely handicapped employee. A Voice Input Module was acquired to allow the employee to do more sophisticated projects with the Schaumburg Township Public Library's CLSI circulation system. The system accepts 57 words, and there are plans to upgrade the vocabulary to 200 words.

Texas - The Texas State Library's Division for the Blind and Physically Handicapped developed a Research/Reading Center for disabled persons. The Center includes a browsing collection in all media (including a dictionary and encyclopedia on tape) and playback equipment. A Kurzweil Reading Machine, a microcomputer with voice output, a Braille printer, and a printer capable of producing large print materials are available.

Massachusetts - Projects at the Billerica Public Library and the Bridgewater Public Library developed collections of multi-media materials for children with learning, motor, visual, and mobility impairments. Both projects involved parents and local community groups.

LSCA FUNDED SERVICES TO THE BLIND AND PHYSICALLY HANDICAPPED
FY 85

STATE	LIBRARY	PROJECT	LSCA	EXPENDITURES NON-FEDERAL	TOTAL
AL	State	The Regional Library, a Division of the Alabama Public Library Service, circulates materials through a computerized system. Volunteers are used to produce and distribute materials.	$ 18,634		$ 18,634
AL	Dothan	Project supplemented services provided by the regional library in meeting the needs of Houston County patrons.	1,270		1,270
AL	Tallegeda	The Alabama Institute for the Deaf and Blind transcribed materials and duplicated materials on cassette tape and braille thermoform paper for circulation.	10,000	$ 75,158	85,158
AL	Winfred	The Northwest Regional Library project for the purchase of large print materials was designed to reach handicapped and homebound patrons.	3,000		3,000
AK	State	The State Library served 550 individuals and 64 deposit collections throughout the State. Patrons with problems could call the State Library collect. Braille service was received from the Multistate Center in Utah.		60,500	60,500
AZ	Pinal County Library	1,250 large print volumes were purchased for use in the Apache Junction, Case Grande, Coolidge, Eloy, and Florence libraries.	15,000		15,000
	Phoenix Public Library	The Special Needs Center has served as a State and national resource for other libraries developing services to the handicapped. Assistance has been given to fifty libraries in U.S., Canada, Australia, and Great Britain Britain. Statistics show a 100% increase of information assists given over the last year. Cooperation with community groups has been outstanding. The staff has organized and participated in festivals for people serving special populations. The Electronic Communications Training Program in the Special Needs Computer Workplace has been successful and has certified 10 independent users.	14,310		14,310

STATE	LIBRARY	PROJECT	EXPENDITURES LSCA	NON-FEDERAL	TOTAL
AZ	State	The Library for the Blind and Visually Handicapped (LBVH) provides public library service to all visually and physically handicapped Arizona residents. LBVH also provides recorded and braille books and magazines covering Southwest and Arizona materials.	$	$ 221,205	$ 221,205
	Tucson	Radio Reading Service has been expanded into the Tucson area.		35,000	35,000
AR	State	The Regional Library circulated library materials to individuals and provided deposit collections to various institutions. The Regional Library was also involved in preparatory activities for implementing a READS system. Advisory and support services were given to the sub-regional libraries in Magnolia, Jonesboro, Fayetteville, and Fort Smith.	73,482	94,497	167,979
CA	State	Technical assistance is provided to local libraries in demonstrations of services, use of aid machines, and limited collection building. Two subgrants were a READS Automation Demonstration to the San Francisco Public Library ($47,042) and an automation project for the Fresno Subregional Library for the Blind and Handicapped ($34,649)	81,691	1,234,509	1,316,200
CO	State	The Colorado State Library for the Blind and Physically Handicapped duplicated 113 books and 120 magazines, which were copied on 14,197 cassettes. The quarterly newsletter was available on flexible disc and large print. The Library registered 545 new readers, circulated 207,591 items, and mailed 4,621 catalogs. The number of volunteers was constant at 135. Due to lack of funding Colorado Radio Information Service went off the air.	20,000	244,462	264,462

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
CT	State	The Library for the Blind and Physically Handicapped completed the conversion of 4,700 patron files along with the electronic inventory of holdings. The automated circulation system was activated in April, 1985. The number of readers served was 4,939, an increase of 7.5% over the previous year. In addition to serving individuals, the Library serves 903 nursing homes, hospitals, schools, and other institutions.	$154,774	$ 65,676	$ 220,450
DE	State	The General Assembly in the FY 86 State Appropriation provided funds to purchase the computer hardware to automate the program using READS software. The Deleware Association for the Blind continued to provide taped materials of local interest. Twenty-nine volunteers taped Delaware Today, local daily newspapers, USA Today, Modern Maturity, and newsletters of blind organizations. The Consumer Councils, one in each county, provided patron input and made suggestions for improved services.	16,991	87,316	104,307
DC	DC Public Library	The D.C. Public Library served as liaison to other city agencies in identifying potential users and providing them with the needed machinery. The Library also worked with schools having special education programs for blind and physically handicapped youth. It also planned orientation workshops for teachers, parents, and others who worked with the blind and physically handicapped.	11,366	69,153	80,519
FL	State	This project funded a statewide study of services to the blind and physically handicapped, including the seven existing subregional libraries and the Florida Regional Library for the Blind. Actions resulting from the study included the development of a new funding distribution method for the subregional library program and the establishment of additional subregional libraries.	2,935		2,935

STATE	LIBRARY	PROJECT	LSCA	EXPENDITURES NON-FEDERAL	TOTAL
FL	State - Daytona Regional	Due to delays in funding, no narrative is yet available.	$ 10,000	$446,898	$ 456,898
	Jacksonville P. L.	The Library's Talking Book project began in June, 1975, to serve Duval and Nassau Counties. Equipment and books on records and cassettes are lent. A collection of large print books is also available. The library serves 1,174 registered borrowers and 47 institutions. A comprehensive brochure, "Guidelines for Service," in large print was compiled and distributed.	18,731	7,500	26,231
	Manatee County P.L.	The Talking Books program serves both Manatee and Sarasota Counties. Because approximately 60% of the total use comes from Sarasota County, an interlocal agreement between the two counties continued, whereby Sarasota contributed $23,000 towards the program. Circulation increased 3.4% over the previous year and the number of readers increased 11.5%. This year the project used some willing Telephone Pioneers to repair equipment. Volunteers continue to be essential with donated hours increasing 41.4% over last year. A third record holder and a second high-speed tape rewinder were purchased.	21,023	42,175	63,198
	Miami-Dade P.L.	The Dade County Talking Book Library served 3127 patrons, a gain of 144 over last year. The staff updated the patron address information. Circulation for 1985 was 64,525 books, 22,949 discs, and 41,576 cassettes, overall approximately the same as the previous year. While book circulation decreased, cassette circulation increased reflecting a move by the Library of Congress to produce the majority of new titles on cassette. Circulation-by-mail service continues to be successful, with the staff maintaining a one-day turnaround. Personal contact is emphasized through individual staff contact and distribution of welcome letters, book and subject preference request	42,904	91,580	134,484

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
FL	Miami-Dade P.L. (cont.)	lists, a sample "Talking Book Topics," and a large print card with the library's address and phone number. Calls from Spanish language patrons are handled by a staff member fluent in Spanish. The Dade subregional library worked with the Greater Miami Opera Association to make the Grand Opera Season accessible to the disabled. Commentary guides were prepared on cassette for four productions. The tapes were duplicated and distributed after announcing their availability and the availability of free performances. The library cooperates with WLRN to provide radio reading service.			
	Orange County P.L.	The library has provided personnel, resources, and logistics to maintain distribute talking books and cassettes produced by the Library of Congress; to provide special materials and services; to develop the library's collection of cassettes in such areas as music, occupational information, and self-help materials; and to coordinate with other service agencies to promote the use of talking books and library services.	$ 15,000	$ 16,700	$ 31,700
	Palm Beach County P.L.	The circulation of Talking Books records and cassettes increased by 4% to a patron population that grew by 8% over the past year. The new facility into which the department moved in the summer features a lobby area. As a result, walk-in patronage increased by 8%.	17,960		17,960
	Tampa-Hillsborough Co. P.L.	Quality library service is provided to the blind and physcially handicapped through the Talking Book program, books by mail, operation of a telecommunication device for the deaf (TDD) for access by the deaf and hearing impaired, bookmobile visits, and public relations efforts. Libraries involved in this project include the fourteen system-administered agencies of the Tampa-Hillsborough County Public Library System, the member libraries in Plant City and Temple Terrace, and the Veterans Administration hospital medical library.	18,285	58,750	77,035

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
GA	State	Although the number of readers increased only 3%, the number of books and periodicals circulated increased 15%. A complete reshelving of the book collection on compact shelving will enable the existing warehouse to house the collection a few more years. The Textbook Section enjoyed the services of 36 active members of the Atlanta Braille Volunteers who produced 45 titles in Braille format for circulation. Over 39,500 pages were thermoformed. The Atlanta Braille Volunteers were selected as Atlanta's best volunteer group in 1985. The Magazine Section had 11 volunteers who recorded 24 books. Nine local magazines were recorded and duplicated monthly.	$ 76,550	$731,481	$ 808,031
HI	State	Because Braille production isone of the most labor intensive activities, computerized braille was seriously explored. LSCA funds were used to purchase a braille printer in cooperation with the Special Education Section of the Department of Education.	10,000	252,749	262,749
ID	State	In 1984, the Idaho legislature appropriated sufficient State funds to return the Blind and Physically Handicapped program to State funding. Money was used for salary and benefits, building service charges, and a grant to the Blind Commission to operate the volunteer taping service.		196,312	196,312
IL	Blue Island P.L.	This program automated the circulation of large print books within the Suburban Library System, Zone 7. Because all but one library had an Apple II, this was the selected hardware. Appleworks was selected as the software, because it was capable of handling the holdings and was easy for staff to learn. A browsing format database was designed with a simple letter system for type of fiction and a limit of three Dewey numbers for nonfiction. Accepting the first call number submitted and the first form of author name meant it was not necessary to coordinate cataloging departments.	2,775		2,775

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
IL	Corn Belt Library System	Workshops were held in each of the three library systems. Each workshop included a "mission statement," an introduction to serving readers in their homes, opportunity to examine selection aids and to have "hands-on" experience with cassette and record players, and a discussion of ways libraries could serve visually handicapped patrons.	$ 2,295	$	$ 2,295
	Johanna Bureau for the Blind & Physically Handicapped	The Johanna Bureau for the Blind and Physically Handicapped produced 92 titles, each self-proofed by each narrator. Currently 24 titles are in progress and 39 await assignment. In addition, 14 reels of 2-track recordings and 191 reels of 4-track recordings have been produced.	4,494		4,494
	River Bend Library System	Community support for the Kids on the Block project has been extensive. A concerted effort using newspapers, radio, letters, speeches, agency newsletters, posters, and the Voluntary Action Center resulted in the successful recruitment of prospective volunteers. Each volunteer was trained and responsible for learning puppetry skills, absorbing information, and understanding issues surrounding disabilities and performing and speaking to adults and children. Volunteers were assigned to various roles in the project and troupes were formed with 21 active puppeteers. Five workshops were held with disabled persons as speakers and facilitators. Monthly troupe sessions are an integral part of the project and are a key for communication between the project director and volunteers. An audience of 1,458 was reached through 37 performances. The Kids on the Block project is positive, upbeat, and nationally recognized for its approach in helping to change attitudes. The project has been highly successful in communicating with children. An integral part of the program has been the question/answer period. Children have been very responsive in talking with the puppets.	22,696		22,696

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
IL	Schaumburg Township P.L.	"Elephants Have Disablities When It Comes To Say, Dancing, But for the Disabled, the Greatest Disability is Getting a Job." The goal of this project was to allow a severely handicapped employee to function in the Public Library. The employee is confined to a wheelchair and has no use of her legs and limited use of her hands. A Voice Input Module was installed on the CLSI circulation system to allow her to do more sophisticated projects. Minor problems involving the voice occurred. The operator had voice changes caused by cold, fatigue, excitement, etc. The voice input module did not always recognize voice changes. This made it necessary to retrain the operator for voice changes. The operator is able to switch back and forth quickly from the online database to the VET software. The VET unit accepts 57 words and will be upgraded to 200.	$ 6,779	$	$ 6,779
	Starved Rock Library System	This project assembled a collection of low vision aids and related aids and appliances for the visually and physically handicapped and demonstrate their use. Equipment purchased included a Visualtek video reading aid, various types of magnifiers, a Perkins Brailler, Braille reading and writing aids, and other useful aids and tools. The equipment was displayed in six libraries with patrons inquiring about costs and sources for purchase. The equipment was also displayed at the Peru shopping mall in conjunction with a talking book/braille display.	3,998		3,998
IN	State	The Division for the Blind and Physically Handicapped funded four positions: Braille Librarian, two Clerk-Typists, and a Reader Advisor. With this staff, the Division provided recorded library materials to 51 of Indiana's 92 counties. The remaining 41 counties are served by five subregional libraries. LSCA funds paid for an IN-WATS telephone line so patrons could call	206,396		206,396

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
IN	State (cont.)	the Division at no cost. The five subregionals, (Bartholomew County, Elkhart, Evansville-Vanderburgh County, Fort Wayne-Allen County and Lake County), served 5,380 patrons. The total number of patrons served in FY 85 was 11,664, an increase of 79 over FY 84. Circulation at subregionals increased 9.9%.			
IA	State	The Iowa program focus is on the selection and purchase of large type materials, which are preferred by patrons. The program also supports the Radio Reading Service. In a three hour weekday broadcast, staff read from daily and Sunday editions of the Des Moines Register, local shoppers and other community publications. The program also purchases commercially produced tapes and taping of additional materials by volunteers. In 1985, staff spoke to 12,427 people in 200 speaking engagements, fairs, and meetings. In Touch: Printing and Writing for the Blind in the Nineteenth Century, a Smithsonian Institution Traveling Exhibit was, brought to Des Moines. Braille and cassette tape copies of the print exhibit were produced and available.	$ 9,111	$ 42,889	$ 52,000
KS	State	Grantee did not meet deadline for reporting.			
KY	State	The Kentucky Talking Book Library is the regional library for Kentucky within the National Library Service for the Blind and Physically Handicapped. The system served 4,720 patrons and circulated 179,025 items. The regional library was selected as one of three nationwide test pilot sites for the new READS automation system. Circulation after installation showed a significant increase. Volunteers recorded 74 books, 14 more than projected.	69,800	200,000	269,800

STATE	LIBRARY	PROJECT	LSCA	EXPENDITURES NON-FEDERAL	TOTAL
LA	State	Over 163,100 braille and recorded materials were circulated to 3,479 individuals and 205 institutions. The library mailed over 9,000 catalogs to patrons and produced a quarterly Newsletter. An 800 toll free number was available to patrons. An additional 1,000 large print books were purchased for the collection. The library automated, installing the READS circulation system.	$137,366	$120,513	$ 257,879
ME	State	The State Library is Maine's Regional Library for the National Library Service for the Blind and Physcally Handicapped, providing talking books statewide and coordinating the subregional system. Subregional libraries include Bangor Public Library, Cary Public Library, Lewiston Public Library, Portland Public Library, and Waterville Public Library. In 1985, over 135,000 recorded items were provided to 2,799 patrons. Compact shelving for talking books was installed at the State Library. Nearly 1,800 tapes were duplicated at the State Library for the five subregionals.	72,188	26,662	98,850
MD	State	In 1985, certified users dropped by 3% to 5,743 because inactive files were purged in preparation for automation. Circulation increased 15% during this same time. Over 172,500 items (other than periodicals) circulated and 95,600 periodicals circulated. A total of 100 new borrowers have registered within the system.	78,956	160,750	239,706
MA	State	A consultant assessed library services to the Blind and Physically Handicapped, visited public libraries, analyzed surveys, attended meetings, and interviewed consumer groups and agency representatives. The Massachusetts Master Plan was amended to reflect findings. The consultant also helped Regional and Subregional Libraries plan and evaluate services, prepare grant proposals, locate operation sites, and seek additional State funding.		22,995	22,995

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
MA (cont)	Billerica P.L.	Special needs professionals assisted in assembling a collection of books, records, filmstrips, computer software and appliances, multimedia kits, games, puzzles, and audio-visual equipment. These were to meet the needs of children with learning, motor, visual, and mobility impairments who had been certified print-handicapped. To make the collection easily recognizable, items were prominently displayed in the children's room, and staff created a catalog of materials and equipment to be distributed to families and teachers. The project was publicized in press releases and newspaper coverage of the open house for the center.	$ 8,000	$	$ 8,000
	Bridgewater P.L.	The Bridgewater Public Library, with the assistance of an advisory group of parents with disabled children and local community service providers, acquired an extensive collection of appropriate materials, developed special programs, publicized activities, and trained staff to expand library services to disabled children. The newly formed Bridgewater Parents of Special Needs Children, and educators and agencies such as Handi-Kids, helped staff gather input and increase parental involvement. Project staff acquired print and non-print materials, aids and appliances, games and realia, and literature specific to coping with disabilities. Easy access was assured by creating an illustrated, informative toy catalog and earmarking items as Special Tools and Resources (STAR) collection. In addition, staff were given sensitivity training and demonstrations of reading, viewing, and communication equipment.	17,000		17,000
	Central Massachusetts Regional Library	The Talking Book Library fulfilled its functions as a subregional library by circulating selected books on tape and disk to certified borrowers. The library increased its collection by acquiring additional large print books and conducting original taping and tape duplication of books on demand. The library also maintained its volunteer delivery of services to the homebound.	79,975		79,975

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
MA (cont)	Plymouth P.L.	The Plymouth Public Library sought to increase its current collection of government and locally produced recorded books for the certified print-handicapped by retaining master copies and producing duplicates of popular titles in demand. Legal and copy restrictions permitting, the library produced enough copies of audiocassettes to meet the specific level of demand. The library purchased a Telex Duplicator to handle the project.	$ 1,845	$	$ 1,845
	Rockland Memorial Library	Public libraries in Abington, Hanover, and Rockland coordinated the purchase and processing of large print books and commercially-produced audiocassettes intended to be used by the certified visually impaired and shared jointly by the three communities. The libraries rotated the collection through the three libraries as well as selected sites in the communities. The project was advertised in press releases to local papers, posters, and bookmarks. A union list of the collection was produced in large print. The special purchase included 372 large print books and over 70 audiocassettes.	6,550		6,550
	Stoughton P.L.	For a number of years, Stoughton Public Library supplemented its deposit collection of government-produced talking books for certified print-handicapped readers with a local Books-on-Tape program. To keep up with the increased demand for this popular service, the library purchased additional tape duplication equipment; recruited, tested, and trained volunteer readers; and streamlined recording procedures. Volunteers contributed a total of 720 hours to the project.	1,725		1,725
MI	State	During 1985, the Library for the Blind and Physically Handicapped network provided service to 12,284 individuals and 798 institutions. Although active readers declined slightly, circulation increased to 427,680. The library provided recorded and/or braille service directly to 2,235 individuals and 657 institutions.	350,184	111,376	461,560

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
MI	State (cont.)	The library maintained a complete collection from the National Library Service. A minimum of two copies of early titles and up to ten copies of recent titles were housed. The collection provided back-up to the small collections at subregional libraries. Tape duplication increased slightly in 1985. The library duplicated items needed by all patrons in the network, thus relieving subregionals of this task. The volunteer-produced collection was available nationwide and many requests for materials came from out of state. More subregionals repaired and maintained equipment locally, which resulted in the Library not having to send replacements to subregionals or their patrons. Use of the IN-WATS line continued to increase, with nearly 1,800 calls in 1985. The Braille Class (where sighted people learn to put materials into braille) graduated its eighth class. Sixty volunteer tapists read materials onto open reel tape. Nearly 250 titles were added to the volunteer reproduced collection. The library participated in a NLS pilot study to evaluate new braille containers this year. On 11 October 1985, six State organizations received the first annual Volunteers Helping All to Read in Michigan Awards which were presented at an awards ceremony at the Michigan School for the Blind. A Governor's Proclamation and a Joint House and Senate Resolution declared the week of 6-12 October as Volunteers Helping All to Read in Michigan Week. The library staff hosted a monthly radio show "Bookends" on WKAR Radio Talking Book, East Lansing. The half-hour show highlighted newsworthy items and included interviews and books of interest. On 28 September 1983, *Standards for Library of Michigan/Library for the Blind and Physically Handicapped Network Libraries* were presented and accepted by the Michigan Legislative Council.			

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
MI	Subregionals	The subregional librareis served 9,564 adults, 485 juveniles, 37 libraries, 3 schools, 14 hospitals, 59 nursing home, and 28 other institutions. They circulated 104,723 recorded discs, 183,505 recorded cassettes, and 4 braille and 15,955 large print books. All subregionals used NLS and Michigan brochures, pamphlets, news releases, and radio and television spots to promote services. In addition, various groups, clubs, and organizations were visited. All but one library provided free telephone access and all informed their patrons of the free IN-WATS line. Half the subregionals provided their patrons with a large print newsletter.	$153,776	$	$ 153,776
MN	State	Grantee did not meet deadline for reporting.			
MS	State	Grantee did not meet deadline for reporting.			
MO	State	During part of the year, the Library for the Blind and Physically Handicapped was located in St. Louis. Computer services for the library were provided by the St. Louis Public Library and one of the staff of the library was retained through a contract with the St. Louis Public Library. The Library was moved from St. Louis to Jefferson City and merged with the State Library to increase efficiency of operation. To an extent the staff of the two libraries were merged, and the service program became an integrated part of the State Library program. The State Library and the Department of Higher Education are committed to increasing the use of the Library for the Blind substantially now that the two libraries are combined.	105,314	380,851	486,165
MT	State	A strong outreach program resulted in an 8% increase in users and a 9% increase in circulation of talking books. A slide show explaining services was presented to service clubs, fairs, professionals, and conferences. A	88,641	53,861	142,502

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
MT	State (cont.)	five-day outreach trip to Billings to promote awareness resulted in 23 contact stops and reached 28 groups. The library co-hosted the 1984 Regional Conference of American Association for Education of the Visually Handicapped. Volunteers contributed 8,697 hours of recording, clerical support, and machine repair. Thirteen books were recorded, eight at the Montana State Prison and five at the State Library. Eleven inmates at the State Prison are involved in recording books and repairing tapes. A survey was mailed to 1,700 users and 584 were returned. Excellent services were noted in 464 of the returned surveys. Braille was provided by contract with the Multi-State Center West in Utah. A trained braille librarian and WATTS line were available to all users.			
NE	State	Grantee did not meet deadline for reporting.			
NV	State	This project was a joint effort of the Nevada State Library and Archives (NSLA) and the Las Vegas-Clark County Library District (LV-CCLD) in Las Vegas. The NSLA operated the Statewide Regional Library for the Blind since 1968 and the LV-CCLD operated a subregional library for the handicapped serving the southern areas of the state for over a decade. Funding was used to pay a State worker in Carson City to spend full time in the operation of the library.	$	$ 17,348	$ 17,348
NH	State	The New Hampshire State Library continued to operate and maintain the Talking Book Library as the regional library serving the blind statewide. Consultation, training, and technical assistance was provided to the public libraries in the State. The library circulated books and magazines in braille, records, and cassettes to patrons. The library started to acquire the equipment necessary for automation of patron files.	26,147	57,665	83,812

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
NJ	State	During FY 85, LSCA money was used to fund six full-time and two full-time equivalent positions. LSCA funded just under one quarter of the library's staff, including positions in virtually every phase of the library's program, including administration, book selection, shipping, and volunteer production.	$240,540	$126,181	$ 366,721
NM	State	There was an overall increase of 16% in circulation in FY 85. This growth was accomplished without increased staffing through increased efficiency providing an increase in user satisfaction. Regional materials were recorded through a volunteer program. Several proposals for automating the library were received, but funding approval is still pending. A menu driven dBase II system was designed and implemented contributing to an increase in efficiency.	3,000	127,088	130,088
NY	State	The New York State Library for the Blind and Visually Handicapped (LBVH) served 21,292 individuals at home and in institutions. Over 561,500 talking and braille books were circulated, a 66% increase over the previous year. 2,000 large color posters were ordered from the National Library and were distributed to public libraries and ophthalmologists offices. An average of 583 calls per month were recorded on the 800 number automatic answering machine. A special newsletter was issued to 600 public and private elementary/secondary schools and promotional materials were mailed to hospitals in a 12-county consortium. For the first time, special computer reports were generated to show borrowing patterns, track circulation of specific titles, produce registration information and statistics, and track out-of-stock cassette titles for duplication. Closer cooperation with the Telephone Pioneers and Great Meadow Correctional Facility increased the number of repaired machines.	177,480	288,281	465,761

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
NY (cont)	New York P.L. Regional Library	As a Regional Library for the Blind and Physically Handicapped, the library facilitated, strengthened, and enhanced library services to patrons. Patrons were informed of services through braille and large type newsletters. Volunteers maintained and repaired audio equipment, and training sessions were provided to upgrade skills. Ten titles were in production in the Audio Book Studio. The project provided for the operation of the Audio Book Studio in which volunteers recorded needed but unavailable titles. The project also provided training and assistance for patrons in the use of reading aids.	$108,000	$693,000	$ 801,000
NY	Chautauqua Cattaraugus Library System	The Radio Reading Service provided informational and recreational material to the print-handicapped through the use of subchannel FM broadcasts. The service broadcast 50 hours per week, 8 programs per day. The programming schedule included consumer news, sports, information for the disabled, local newspapers, current books, shopping news (advertisements), etc. Listeners stated that their favorite programs were those featuring the daily newspaper, weekly grocery ads, and local history.	12,500		12,500
	Nioga Library System	This project expanded the Rochester Radio Reading Service. The library purchased and distributed 39 receiver units to eligible listeners in the targeted area. Material from the Batavia Daily News and the local "Pennysaver" were read on the air three times per week. WBTA Radio in Batavia broadcast this service as a public service to its audience. Additional promotion was gained through newspaper articles.	4,752		4,752
	Ramapo Catskill Library System	This project provided daily information to print-handicapped persons through radio reading service. Coverage was expanded to the Mid-Hudson Library System, after 300 crystal-controlled radio receivers	35,550		35,550

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
NY	Ramapo (cont.)	were purchased and distributed. Staff linked the operation with National Public Radio and Intouch Radio Reading Service in New York City, thus allowing 24-hour broadcasts.			
NC	State	The project provided printing, supplies, and contractual services for the braille proofreading of volunteer produced books. Volunteers produced 18 titles on tape, 46 in braille, 65 magazine issues on tape, and 5 magazinesion braille. Individuals served increased by 8%, but circulation declined by 2%.	$ 32,321	$533,200	$ 565,521
	State	Enrichment subgrant. No narrative provided.	16,570		16,570
ND	State	The traditional talking book service, for which the State Library contracts with the South Dakota State Library, had an increase in patrons from 1,364 to 1,566. The State Library increased the half-time coordinator to full-time status during the 1985 legislative session. This enabled better coverage of nursing homes and churches to find eligible users. During 1985, the State Library planned the expansion of the Dakota Radio Reading Service into the Minot area and assisted in grant writing and fund raising for this expansion. Currently, the Radio Reading Service can be heard in a seventy-five mile radius of Bismarck. The service provided readings of current national magazines, newspapers, and items of interest, as well as the local papers on a daily basis.	90,587	9,000	99,587
OH	State	The number of readers served by the regional libraries rose to 23,501, a 6.8% increase. Circulation at the Cincinnati regional library rose 9.5% during the year. Due to problems with its automated circulation system, the Cleveland regional experienced a smaller rise in circulation. Statewide, circulation rose 5.2% During the first half of the year, cassette machines and batteries remained in short supply, causing delays in service. By April all waiting lists were eliminated.	155,703	734,426	890,129

STATE	LIBRARY	PROJECT	EXPENDITURES LSCA	 NON-FEDERAL	 TOTAL
OK	State	About 95% of the estimated blind and handicapped persons in Oklahoma used the services of the Library for the Blind and Physically Handicapped, which has a circulating collection of 60,000 volumes of talking books and 7,500 large print and braille volumes. The Radio Talking Book service has a potential audience of 2,500 in the Tulsa area. Radio Reading Service was expanded to include the Stillwater area. With automation of 20% of the information and data processing activities, book selection staff have become readers advisors with time to develop new patrons and pursue referrals. Circulation and patron service increased by 10% over the past year.	$ 25,179	$	$ 25,179
OR	State	The program obtained, maintained, and circulated talking books, open-reel and cassette tape records, large print books, and braille materials. In 1985, 1,148 new users were registered for a total of 7,850. Total circulated items were 199,792. One hundred fourteen titles were produced.		207,808	207,808
	State	The Oregon State Library issued a request for proposal for an online circulation system/public access catalog to run jointly with an online circulation/inventory control system for the Blind and Physically Handicapped Services Division. The system selected was DRA. A computer room was designed and constructed and hardware and software were installed ahead of schedule. The database was keyed in and online operation began on 23 June 1985. The impact on circulation and turnaround time was immediate. Circulation doubled and turnaround time for requests was reduced from 3 weeks to 2-3 days. Formerly new patrons were added only once per week. Now they are processed immediately upon registration.	240,000		240,000

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
PA	Philadelphia Regional Library	This project produced a large print catalog. Most of the data entry coordination was completed by the Pittsburgh Regional Library as well as the production of the camera-ready copy generated by a laser printer. In addition, Pittsburgh worked closely with the software consultants in the creation of computer programs for this project. The Philadelphia Regional Library consulted with the printers and coordinated the final phases of the project including the cover design, the introductory material, and the format of the book catalog. Numerous internal and external factors delayed production of the catalog each phase along the way.	$ 60,000		$ 60,000
	Philadelphia Regional Library	The Philadephia Regional Library had a 9% increase in circulation and an increase in new readers of 8%. Major programming included "An Introduction to Visual Loss," "Services for Pre-School Children," and "Legal Rights and Services." Four issues of "919 News" were produced, resulting in substantial contributions and the donation of two closed circuit reading machines and two Edna lites (powerful reading magnifiers).		872,768	872,768
	Philadelphia Reg.	Subgrantee has not submitted a full project evaluation.	2,280		2,280
	Pittsburgh Regional Library	The subgrantee is in the process of upgrading computer facilities used for the automated circulation system at the Regional Libraries for the Blind in Pittsburgh and Philadelphia.	25,064		25,064
	Pitts- Regional Library	The Library continued to work with the Philadelphia Library to ensure equal level of library services to patrons across Pennsylvania. The library's registered patrons increased 3.4%, cassette book circulation increased by 4%, cassette magazine circulation increased by 15%, and large print book circulation increased by 12%.		559,232	559,232

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
RI	State	Public service announcements from the National Library Service were sent to three major television outlets. Registered users dropped from 1,801 to 984 due to a cancellation of inactive users. Circulation also decreased from 55,188 to 54,926. All large print books were circulated using the CLSI system during 1985 after the total collection was barcoded. Computer equipment was used to generate in-house and NLS reports, to register patrons, and to generate labels.	$ 65,073	$154,381	$ 219,454
SC	State	The Library for the Blind and Physically Handicapped was allocated 25,000 sq. ft. in the Mt. Vernon Mill Complex. In 1985, 827 new adults, 127 new juveniles, and 21 new institutions were served by the Library. Total registered readers increased 76 to 7,114. Extensive weeding on the collection has taken place. Interlibrary loan service from Multistate Center-South was regularly used for additional copies of books needed. In FY 85, the library made numerous extra circulating copies of cassette books, 1,800 copies of 13 cassette magazines, and continued to repair books using high speed duplicating equipment. Talking books decreased by 3,722, cassette books increased by 12,813, and large print books increased by 968. Circulation continued high, with an overall annual increase of 8,716. Public libraries in the State actively supported this project by providing applications and brochures, and displaying posters. Machines and books were kept for demonstration purposes and emergency loans. A second annual workshop for public library staff was held and 44 persons from 22 libraries participated. Service was provided to 1,334 walk-in patrons, but the program remained mainly a mail order service. The IN-WATS telephone line equipped with a 24-hour answering device handled 6,025 calls.	64,803	186,523	251,326
SD	State	Grantee did not meet deadline for reporting.			

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
TN	State	The Tennessee Regional Library for the Blind and Physically Handicapped continued to provide, free of charge, books and magazines recorded on records and cassettes and playback equipment as well as braille and large print books. The new quarters at the State Library and Archives resulted in a much smoother working relationship with the State Library administrative personnel.	$156,620	$288,507	$ 445,127
	State	WPLN Talking Library is a special broadcast service designed to meet the physically handicapped person's need for current materials and programming. It uses a sub-carrier channel of WPLN for broadcasting. The service area is Middle Tennessee in an approximate radius of eighty-five miles around Nashville.	50,000		50,000
	State	This project suffered some setbacks during the year because of the changed ownership of one of the sub-carrier radio stations. It continued to operate within Shelby County and surrounding areas, but the stations used to extend the broadcast signal into the further reaches of West Tennessee changed ownership and the signal was no longer being carried. There are on-going attempts to find another sub-carrier.	50,000		50,000
TX	State	In 1985, the Division for the Blind and Physically Handicapped developed a Research/Reading Center for disabled persons, located adjacent to the Reference Department of the Texas State Library. The Reading Center contains a browsing collection of library holdings in all media, as well as playback equipment for recorded media. It also contains a dictionary and encyclopedia on tape. A Kurzweil Reading Machine is available to patrons and is used in conjunction with a microcomputer with voice output that can be used to reformat materials, translate materials into		934,978	934,978

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
TX	State (cont.)	braille, or make audio recordings of materials read aloud by the reading machine. A braille printer is available in the Research Center as well as a printer capable of producing large print materials. This was a pilot project. The Legislature passed a bill providing funding for reading machines in libraries, colleges, and universities in Texas cities of significant population (50,000). The Library produced 198 recordings of titles, had an average circulation per active reader of 37, increased new patrons by 2,795, and increased new institutions by 200.			
UT	State	The library circulated over 150,000 books and 65,000 magazines to 5,000 patrons. Over 100 volunteers recorded 465 textbooks in support of students at Weber State, Utah State, Brigham Young University, Utah Technical College, and the University of Utah. The library duplicated over 6,000 reels and cassettes, added 500 titles to the large print collection, and added 30 new braille textbooks to the collection. The library continued to record one local magazine on talking book record. On KBYU radio, the library broadcast 2 local newspapers, 2 statewide newspapers, and 15 magazines as well as old time radio and shopping ads 9 hours per day. The interlibrary loan network between the NLS and the four Multistate Centers was maintained throughout the entire year. Braille circulation for the Multistate Center collection was automated in conjunction with the National Library Service computer system. A one-time project called "Project Up Grade" refurbished older tape duplicators so the Library could maintain high duplication standards. Cost for a new duplicator would have been $9,200. Cost to refurbish was $3,600.	$106,637	$177,540	$ 284,177

STATE	LIBRARY	PROJECT	EXPENDITURES		
			LSCA	NON-FEDERAL	TOTAL
VT	State	The Department of Libraries provides large print books, records, tapes, talking books, and visual aids to blind and physically handicapped persons. A small resource collection on speech, blindness, deafness and other handicaps was also maintained. In FY 85, the number of patrons was 2,045, a large increase brought about by intense public relations efforts and personalized service. One hundred sixteen deposit demonstration collections were placed in libraries, nursing homes, and senior nutrition centers. Circulation of books, periodicals, tapes, and records was 65,984. Volunteers taped textbooks for blind secondary and college students, and custom tapes were produced by Recording for the Blind. The special services consultant visited 23 Meals-on-Wheels sites and attended 54 meetings to promote rvices. Radio announcements are aired regularly on three stations, and booths were manned at two fairs.	$ 17,749	$ 29,262	$ 47,011
VA	State	The regional library served 7,534 active readers and maintained 317 active deposit collections. Materials were provided in recorded disc, cassette, braille, and large type formats. Circulation at the regional library was 249,566. Of this, 232,560 went to individuals, 8,999 was from deposit collections, and 7,917 was from interlibrary loans. Eight public libraries served as subregional libraries: Alexandria, Arlington, Fairfax, Hampton, Newport News, Roanoke, Staunton, and Virginia Beach. They provided materials to 3,425 persons and maintained deposit collections in libraries, schools for the blind and physically handicapped, public and private schools, hospitals, nursing homes, and other locations. Their circulation was 145,927. Over four thousand six hundred large print books and other itemss were added to the collections of public libraries.	61,000	59,000	120,000

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
WA	State	Full implementation and refinement of the automated circulation and inventory system highlighted FY 85. More than 8,251 individuals borrowers were registered during this time. Book circulation totaled 355,932, compared with 226,050 for the same period last year. In addition, 8,329 items of equipment were circulated. The Braille and Taping Service filled 2,096 requests including 262 recordings, 66 titles for radio, and 2,650 brailled pages. The Evergreen Radio Reading Service maintained 89 hours of programming to 1,200 listeners in the Seattle and Spokane areas. Planning began to expand this service to eastern Washington. More than 250 volunteers contributed 25,921 hours during the year. Outreach activities included 187 presentations to 2,317 individuals.	$ 49,000	$601,704	$ 650,704
WV	State	Services to the blind and physically handicapped are provided through the cooperative efforts of the National Library Service, the West Virginia Library Commission, and five subregional libraries. Through mail service most library resources are available statewide. The exception is "Hears To You," the radio reading service. This program provides current local and State news and broadcasts on weekdays for seven hours. Service is broadcast in the Charleston, Huntington, Beckly, and Buckhannon areas. Publicity efforts included television and radio announcements, informational mailings to teachers and ophthalmologists, presentations to civic and consumer groups, and staffing of information booths at community events. Volunteers are used to pretape or read live broadcasts, assist in clerical work, fund raising, and patron surveys. Mrs. Arch Moore, the Governor's wife, hosted a reception to recognize their efforts. Over 3,333 patrons received service from the department in FY 85. Patrons used the WATTS line 4,642 times in FY 85.	11,503	174,222	185,725

STATE	LIBRARY	PROJECT	LSCA	EXPENDITURES NON-FEDERAL	TOTAL
WI	State	Library service was provided to the State's blind and physically handicapped residents through the operation of the regional library located in the Milwaukee Public Library. A State contract with Milwaukee ensures that the blind and physically handicapped have access to this specialized collection.	$	$420,577	$ 420,577
WY	State	During FY 85, the State Library purchased 377 additional large print books. Information about this collection is distributed in a Large Print Catalog which is sent to all qualifying Wyoming citizens. Orders are placed using post cards available in the catalog. Institutions are also able to order small collections. Home Teachers living in the state certify citizens of all ages for assistance. The State purchases equipment for the Visually Handicapped Division of the Wyoming Department of Education, and the Home Teachers then distribute them as needed. In FY 85, 9 monoculars and 36 magnifiers were purchased. Wyoming contracts with the Utah State Library for braille and talking books. Wyoming citizens call the Utah State Library on an IN-WATTS telephone line to order materials. The Wyoming State Library pays the costs for these calls.	25,178	30,200	55,378
GU	State	The Nieves M. Flores Memorial Library, the central library of the public library system, is a subregional library for the Physically Handicapped and the Blind of Hawaii. Materials for the blind are received regularly. Cassettes and cassette players are available to all certified persons. Twenty-nine individuals are registered as blind or having visual difficulties. Two hundred eighty-one materials were circulated. The five libraries are accessible to physically handicapped.		18,043	18,043

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
PR	State	Library services to physically handicapped were offered islandwide from the Puerto Rico Regional Library for the Blind and Physically Handicapped. Service was improved by providing access to free materials received from the National Library Service. The Spanish collection was increased by the recording of 2 books from Puerto Rican culture and the purchase of 93 volumes of Spanish American books, 55 cassettes, and 18 records. Library personnel offered 609 orientations to individuals, government agencies, special education teachers and students, social workers, universities, public administration officers and the general public. One hundred twenty-eight new patrons were added to receive library service. Four hundred fifty-six visits were received at the regional library from towns of the island. Library attendance was 9,135, and circulation was 5,782. Five new depository collections were established in Puerto Nueve (Rio Piedras), Arecibo, Cupey (Rio Piedras), Guanica and Vega Alta. Service was promoted through weekly radio programs, radio interviews, and T.V. programs during National Library Week. Over 200 radio programs with information for and about physically handicapped people were broadcast.	$ 38,600	$ 29,200	$ 67,800
VI	State	The regional library on St. Croix was fortunate to secure LSCA funds to purchase compact mechanical shelving. Due to late arrival of the shelving, the unit ordered with FY 84 funds was installed in FY 85. The cost of additional movable shelving was beyond that anticipated; therefore, funding will be supplemented with FY 86 money. Wooden shelving was installed at the St. Thomas regional library, allowing that facility to accommodate a larger collection than was housed there previously. Some large print and professional books were added at the headquarters in St. Croix and the branch library in St. Thomas.	7,775	55,348	63,123

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
LIBRARY PROGRAMS
PUBLIC LIBRARY SUPPORT STAFF

Library Services to the Handicapped

Fiscal Year 1985

By

Clare De Cleene

For the purposes of the LSCA program, handicapped is defined as mentally retarded, hearing impaired, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or otherwise health impaired. Because FY 85 was the first year States were to report funding provided to the handicapped, reports were sketchy and incomplete. Some reports included combined projects for the blind and physically handicapped and for the handicapped, and it was not possible to determine the funding provided to each separately.

Nine States (Alabama, Arizona, Illinois, Iowa, Michigan, New Jersey, New York, Pennsylvania, and Tennessee) reported a total of $263,034 spent on programs for the handicapped. Of this, $254,575 was funded through LSCA money and the remaining amount was funded locally.

Projects in eight of the nine states were directed at providing library services to the hearing impaired, generally through the acquisition of telecommunication devices for the deaf (TDD). One project (in Illinois) was for an educational toy collection for children with learning disabilities. And one project (in Pennsylvania) was directed towards individuals with mental and physical handicaps.

While people in this priority are handicapped in many ways, the predominance of effort by libraries in serving these patrons has been toward the hearing impaired. In reviewing the project reports, several problems have been recognized. Generally library staff members lack the ability to communicate with the deaf. To overcome this, some projects have included efforts to train staff in sign language and have reported success in this area.

Libraries also lack the technology to provide service to the deaf. This is slowly being overcome as more and more libraries acquire TDDs, assistive listening devices and systems (ALDS), telecaption decoders, and closed captioned videos.

And finally, libraries lack the resource materials necessary to provide full service. However, more and more lists of materials are being published as aids to developing a collection. Especially noteworthy are the bibliographies in Special Report: Library Services For Hard of Hearing Persons in the State Library of Florida's Technical Bulletin, vol. 15, no. 4, October/December 1986 and Illinois Libraries, vol. 68, no. 9, November 1986.

The most successful of these projects have involved extensive public relations programs, the strong commitment of library staff, and cooperation and coordination of schools and agencies already serving the needs of deaf and hearing impaired.

FY 85 LSCA FUNDED SERVICES TO THE HANDICAPPED

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
AL	Mobile Public Library	The goal of this project was to improve library services to deaf and hearing impaired patrons and those who work with them. Materials, including aids for teaching signing and signed and captioned audiovisual materials, relating to services to the deaf were purchased. Other materials, relating to living with deaf family members and employment of the deaf, were also included. Staff will use some of the grant funds to visit sites for services to the deaf in 1986.	$ 5,000	$ 1,093	$ 6,093
AZ	Phoenix Public Library	Community support and use of the Special Needs Center made the addition of a full-time Library Assistant imperative. With this increase in staff, the Center was able to train more library users of the Computer Workplace and to increase reference and information assists 100% over the previous year. Because of the success of the Center's program and a need for more staff to keep it functioning, the Phoenix City Council voted to create a new position of Library Assistant for the Center. Thus, that previously grant funded position is now funded by the City (as of September 1985). Three national conferences were attended by the Center's supervisor: "Abilities Expo" in Los Angeles; "Association for the Education and Rehabilitation of the Blind and Visually Impaired - Regional Convention" in San Diego; and "Arizona Deaf Networking Conference" in Tucson. A Macintosh computer unit is working and will be used to produce large materials and transfer information to and from the Apple IIe computers in the computer unit via modems. A statewide workshop was held in the spring on "Serving Special Populations in Your	31,117		31,117

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
AZ	Phoenix Public Library (cont.)	Library." The new videocassettes on sign language, handicapped awareness, and parenting the special needs child are used by deaf patrons, students, parents, and agencies. Current telecaptioned videocassettes have been purchased and now circulate. Five telecaptioned decoders and five videocassette recorder units were received and are available to deaf patrons.			
IL	Chicago Public Library	During the last half of April research was done on equipment, materials, and programs for the hearing impaired. Clubs, organizations, and gatherings of hearing impaired persons were visited/attended by the coordinator. Fifteen individuals from the hearing impaired community agreed to serve on an advisory committee for the Deaf Services Project. Three infrared professional sound systems including headsets, batteries, and foam ear cushions, two telecommunication devices for the deaf, and ten telecaption decoders were purchased. Orders were placed for 1,407 books, 1,382 pamphlets, 52 captioned films, 59 captioned videocassettes, and 252 realia items. A consultant was contracted, and program planning was initiated. A major strength of the Deaf Services Project is its advisory committee. The advisory committee has stated its preference for use of the term "hard of hearing" rather than "hearing impaired."	$ 61,199	$	$ 61,199
	Warren-Newport Public Library	This project was designed to purchase developmentally appropriate toys for children from birth to three years old, make them available at the library, and provide guidance to parents on their use. Staff worked with the Parent Infant Center to identify toys appropriate for children whose ages range from 0-5 but whose developmental levels range from 0-3. Additional criteria were established before toys would be included in the collection. By ordering through a toy jobber, the library was able to pur-	8,020		8,020

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
IL	Warren-Newport Public Library (cont.)	chase three items of each of 180 toys rather than the projected two items per toy. Marketing of the collection included the distribution of 5,000 bookmarks to 500 families on the Parent Infant Center mailing list to library patrons, to other libraries, and to special groups. An in-service session was held for library staff at which Parent Infant Center staff members described how the toys would be prescribed at the Center. A parent infant educator who worked with the library staff in describing the toys for the catalog was hired to conduct three educational programs in the community. Project toys were made available to library patrons in June. At the Parent Infant Center, educators can select a toy for a child and call the library to see if it is available. A "toy prescription" is written for the parent describing use of the toy with the child. Cooperation between the library and the Parent Infant Center has contributed to the success of the project. Both library and Parent Infant Center staffs were invited to serve on a regional ad-hoc committee of the Illinois State Board of Education concerning the Handicapped Early Childhood State Plan.			
	Rockford Public Library	In order to enhance library service to the deaf and hearing impaired, three portable TDDs were purchased for circulation. The machines circulate for 30 days. The project also included the training of library staff in sign language. Two staff members completed the course and have a sign vocabulary of 250 words. The library purchased two sets of the videocassette version of The Joy of Signing. A videocassette player with monitor was also purchased. The library will continue outreach efforts by having a staff member attend the Deaf Awareness monthly meeting at the Blind Center. Also planned is a liaison with the school district's Hearing Impaired office to promote the use of the three circulating TDDs.	6,546		6,546

			EXPENDITURES		
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
IL	Shawnee Library System	Thirty-three TDDs were purchased and 27 have been placed in 26 libraries. Coverage from 24 newspapers was given at the time of placement of the TDDS. Four bookmarks produced by Shawnee library staff were distributed to libraries and used as handouts at fairs, displays, and presentations. TDD presentations were made at meetings of the Southern Illinois Patient Education Advisory Council, the Franklin-Williamson County Interagency Council, and the Inter-Agency Action Council. A telephone directory of state, Federal, business, and private numbers in the Shawnee area, and "800" numbers with voice access, is being compiled.	$ 9,752	$	$ 9,752
IA	Northwest Regional Lib. Sys.	This grant was made for a program to increase the availablity of library service to the hearing impaired. No detailed report was submitted.	7,366		7,366
MI	Lansing Public Library	This grant combined efforts to address the issues of literacy and hearing impaired. While the project primarily addressed improving children's reading skills, the project also included funds to purchase 43 captioned videocassettes to address the needs of the hearing impaired. Prior to this time, the library was not serving this portion of its handicapped patrons.	4,760		4,760
NJ	State	A Coordinator of Library Services to the Deaf was hired and visited half of the twenty-four libraries in the State which have TDDs. The Coordinator addressed the state convention of the New Jersey Association for the Deaf, a workshop of Parents for Deaf Awareness, and other groups. The focus of the current phase of this project was intended to emphasize encouraging the deaf community to make greater use of libraries.	3,568		3,568

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
NY	Clinton-Essex-Franklin Library System	This project was designed to assist disabled children in understanding and adjusting to their disabling conditions through the use of print and non-print resources. Over 60 titles were purchased for disabled children about disabled children. Toys and games were also purchased which would allow children to identify with their disabilities. Selection was made after consulting with the John W. Harrold Educational Center, Head Start, Clinton County Mental Health Association, Clinton County Association for Retarded Children, and the physical therapy unit of Champlain Valley Physician's Hospital. Items in the collection include stuffed animals portraying disabilities, textured puzzles, puppets, and communication toys. A catalog of toys with pictures is being prepared and will be distributed.	$ 2,700	$	$ 2,700
	Clinton-Essex-Franklin Library System	The goal of this project was to increase access to information for the deaf by providing communication capabilities. Four TDDs were purchased. A committee called TDD Contact was formed to build an awareness of TDDs and to secure funding so that those households in Clinton County that have at least one deaf family member might each possess a TDD.	2,250		2,250
	Mid-York Library System	In an effort to provide library service to the deaf, two remote control decoders were purchased for use with the 66 closed caption videocassettes that were acquired. It was determined that Mid-York's existing collection already included 58 captioned cassettes. The library worked with New York State School for the Deaf and the Children's Hospital Speech and Hearing Department to promote services.	3,690		3,690
	Onondaga County	This project assisted parents of handicapped children in learning more about specific disabilities and agencies and organizations to serve them. Materials were ordered but not yet received. Several bibliographies were in production. One program on "hearing dogs" was conducted.	6,250		6,250

				EXPENDITURES	
STATE	LIBRARY	PROJECT	LSCA	NON-FEDERAL	TOTAL
PA	Osterhout Free Library	This was a local project to develop the library's collection and library programming for mentally and physically handicapped children and their parents. Materials were purchased which were designed for and about mentally and physically handicapped children and for specific types of adult users (parents, agency representatives, and teachers). Three objectives of this project included programs for parents, programs for mentally and physically handicapped children, and programs for children without apparent handicaps. Parent programs included the following: "Parent Information Night"; "What's For Dinner? Good Foods for Your Exceptional Child"; "Music: Its Magic for Your Child"; "Trust, Guardianships and Wills"; "Discipline and the Child With Special Needs"; "Testing: How the Results are Evaluated, What Testing Means to You and Your Child"; "Camping"; and "Adaptive Aquatics for the Physically Handicapped." For children without apparent disabilities, programs to heighten awareness included "The Same Inside," "Everyone Is Different; That's What Makes You So Special," and "The Kids On the Block." Seven programs were conducted for children with mental and physical handicaps. These included storytimes, craft sessions, and films. In adding materials to the collection, special emphasis was put on purchasing pamphlets and newsletters for the parent-teacher vertical file. As a result of a letter and questionaire to area agencies asking for descriptions of their services, a forty-page booklet entitled, "Who Can Help: A Guide for the Disabled and Their Families" was prepared.	$ 8,183	$	$ 8,183
TN	State	"Library Service to the Deaf" was expanded to statewide coverage based on a pilot project serving citizens of Davidson County in FY 80 and FY 81. The project was expanded to enable the service to purchase equipment. Statewide telephone service is now available for news, referral service, and programming.	100,000		100,000

U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
LIBRARY PROGRAMS
PUBLIC LIBRARY SUPPORT STAFF

Library Services to the Institutionalized

Fiscal Year 1985

By

Trish Skaptason

> As the last items purchased with funds provided by the Library Services and Construction Act arrive, the full significance of this generous program becomes more apparent. ...Perhaps it is most important that the greatest beneficiaries of the pilot library program are the inmates of the institution. Please rest assured that the inmate population will profit scholastically from the materials we now have in the library.
>
> Librarian, Washington Correctional Institute
> Quoted in the Annual Report for the LSCA Program
> Fiscal Year 1985, Louisiana State Library

Funding for public library services to those who reside in State supported institutions is available under Title I of the Library Services and Construction Act (LSCA) P.L. 84-597, as amended. Without these funds, library services in many institutions would be nonexistent. The Federal program requires States to maintain their effort of support for this program in order to be eligible for Title I funding. This provides for this program a more secure base than it would otherwise have had in this period of budget cutting, and assures that the program continues from year to year. Each year, the Public Library Support Staff, Office of Library Programs of the U.S. Department of Education reviews the Annual Reports of the State Libraries for information on this program element. These reports are analyzed and trends are identified. (Most citations in this paper are to the Annual Reports from the various State Libraries for Fiscal Year 1985; therefore, only a State name will be used to identify the source of these quotations.)

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These reports show that this was not a year in which leaders in the field of institutional library service were out cutting new paths of service, as much as it was one in which the trends mentioned in earlier reports became part of the accepted program in many more institutions. This is clearly voiced in the report from Georgia that states, "The impact of LSCA funding can be felt far beyond the dollars spent. Funding has brought each library up to a level where its value in the institution's program is acknowledged by administrators, security personnel and program staff." It goes on to say, " For the first time in many years, superintendents requested library staff positions in their budget proposals, and two institutions are developing plans to provide more appropriate space for the library program."

In Fiscal Year 1984, each Federal dollar ($2,235,876) generated 5.7 State and/or local dollars ($12,721,581) for a total of $14,957,457 used to provide library services to those in State supported institutions. In Fiscal Year 1985, the ratio increased so that each Federal dollar ($2,534,848) generated close to 6.1 State and/or local dollars ($15,385,020) for a total of $17,919,868 used to support library services to the institutionalized. When this program element was first introduced, there was a matching requirement so that for every Federal dollar expended under the LSCA program for institutional library services, one State and/or local dollar was required to be expended. There is now a maintenance of effort requirement for this service under the Federal LSCA program (once funds are reported as expended for this activity that amount must be maintained in the future), and this increase in the State and/or local funding shows a real commitment to this area of service.

Statistical information from the States show smaller populations being served (641,159, down from last year's final figure of 823,145). It appears from the reports received from the States that this is actually a trend caused by the funding of more specific projects rather than funding those for general support. "We have finally reached the point where LSCA funds can be used predominantly for special and creative projects rather than for establishing basic library service." (Colorado)

In prior years, many institutional libraries had to rely heavily on large book distribution programs from the State Libraries. As the library became an accepted part of the institution, support for the basic development of the collection became a line item in the budget of the institution. This freed the Federal funds under LSCA for more discrete projects. When the funds under LSCA went to most, or all, of the institutions in a State for basic book collection development, it was possible to claim all of the population of the institutions in a State as being served. As more of the dollars have gone to funding more specific projects, which reach only a portion of the population, smaller "population served" statistics have resulted. Because good programming and special materials cost more than a a program that has only a basic library and paperback collection, the resulting trend shows less population being served by greater funds. This can therefore be viewed as a positive trend.

The library services to those in institutions continue to parallel services to public library patrons only in some respects, but increasingly the services are becoming specialized to reflect the needs and desires of this special population. One of the few new trends is the increased visibility of programs dealing with health information. This includes programs from general "wellness" information to those as specific as programs and materials on AIDS, a concern especially among the male offender population. One project of interest was Maryland's Health Dial, which provided confidential health information through a Tel Med phone system.

The other new trend is the increased use of compact disks. Institutions, such as the Utah State Hospital, have found that music (always popular as an escape mechanism from the daily life of the institution) on compact disks works very well in the institutional setting. Their durability is greater than vinyl records and they are easier to use than cassette tapes.

The trend of using technology to deliver information - as in the health project above; to entertain - as in the music project; and to instruct continues to increase. Computer literacy is frequently mentioned in all types of institutions. Projects, such as the one by the Ohio Department of Mental Health, trained residents in various computer techniques and uses. The librarian at the Utah State Hospital, in discussing their computer program, states, "We hope this will enable our patients to get jobs when they are released. It is also an educational tool that makes learning more interesting for people who have a difficult time with traditional education."

Interlibrary loans are now commonplace. For example, in Louisiana the institutions borrowed almost 5,000 items through interlibrary loans during 1985. However, high loss rates and other problems, such as constraints on materials allowable in prisons, have caused many States to reassess the rules on borrowing as they apply to those confined to institutions.

The major trend in these smaller, specific projects was that of funding literacy programs. In many institutions, this was the major programming category after those items such as collection development and A-V. One project of note in this area was the one at Oakhill Correctional Institution in Wisconsin. This project, "Literacy - The Wave of the Future in Correctional Institution Libraries," combined several differing elements into one well-received program. A Literacy Center was established under the supervision of a Literacy Librarian. Computer software was evaluated as to its effectiveness and incorporated into the program, which used volunteer Laubach tutors (both staff and inmates). This resulted in the capability of instructing totally illiterate residents in the basics of reading and writing.

The fall 1985 issue of North Carolina Libraries (V. 43(3)) was dedicated almost in whole to the situation of Institutional Libraries in North Carolina. The cover carried the following quote from the article by Mike Johnson and Sandra Morris, "A non-reader in prison is truly locked out as well as locked up." Because of the high percentage of inmates who are illiterate, and the realization that the inability to function in society is frequently linked to this problem, many States are studying the proposed relationship between literacy studies and release requirements.

Such highlighting of the efforts of Institutional Librarians was on the increase. This reflected the professionalism being brought to this field. In addition to the issue mentioned above, The Bookmark (published by the New York State Library) dedicated its Winter 1986 issue to Institutional Library Service. Some of the articles cited activities that took place under FY 1985 LSCA funding.

One project cited in The Bookmark was the "Library Services Coordination Project," which funded long-range planning for the institutional libraries of the New York Office of Mental Health. Many similar planning projects were undertaken in FY 1985. States, such as Georgia, generated plans and wrote standards for library services to the institutionalized in their State. South Carolina held a workshop on standards for the institutional librarians and made attendance a prerequisite for grant participation. In many cases, these plans were based on the standards that were jointly adopted by
the American Library Association and the American Correctional Association in 1982.

Many of these plans required needs assessments. These varied from the simple readers' surveys to more detailed analysis, such as A Study of L.S.C.A. Funding to State Residential Institutions in Missouri, which shed light on the directions library services should be taking in the future. The Missouri study recommended, among many other proposals, that internship program to be developed as a joint endeavor of the State Library and the library schools to bring library science students into the institutional libraries. . The study quotes the prior State Library Consultant, Alan Engelbert, as saying, "The quality of the staff is the single most important of all the elements that determine the quality of a library service." In echoing this theme, Lucille Whalen, Associate Dean and Professor, School of Information and Library Science, SUNY at Albany states:

> It is somewhat of a catch 22: in order to have capable, dynamic librarians in institutions, library education programs should be available that prepare them for both the sensitive interpersonal relationships they will encounter and the technology that is

> necessary to any information dissemination activity today; but in order for the schools to maintain these programs, there must be a sufficient number of students interested in pursuing them. And this will happen only if those in authority recognize that libraries can be a vital part of their programs. Once they are convinced - and this can be done only by those in the field - they will be willing to pay for the cost of empathetic, competent, technically skilled librarians who will be able to make an important contribution to a higher quality of life for those in institutions.

This lack of training for, and experience with, institutional librarianship is the cause of frustration and problems with the work. Many of the job applicants are in their first library position and have not dealt with grant processes before. This situation leads to such comments as the following made by one Colorado institutional librarian:

> Since this was the first major grant that I have worked with, many things were learned. Among them has been that books take forever to get here, the amount encumbered is never the actual amount of order, state purchasing policies can make your hair turn gray, and finally, spending that last little bit of money is never easy.

While we may smile at the wry humor expressed in these comments, the lack of personnel and lack of standardization of procedures or training cause lost time in bringing service to the institutionalized. This was expressed in an article by the librarian at Angola Prison in Louisiana. "Because of the long lapses between librarians, each new one has had to begin the library operation literally from scratch, without any guidelines from his predecessor." (The Angolite. May-June 1985, p.34). Most of the librarians in these positions cite lack of contact with their peers as one of their major problems in bringing up-to-date service to their clientele.

One method used increasingly to alleviate this professional isolation is the use of local public libraries in the institutional program. The trend of support for the institutional library from the local or regional public library system continues to increase. If the local librarian can survive the initial shock of learning to deal with the "red tape" associated with services within a confining institution, these situations appear beneficial to both groups. The institutional librarian has more frequent contact with others in the same profession, and the public librarian has more experience in library services to special populations.

Institutions where this was tried cite many other factors to its success that go beyond the provision of a peer group for the librarian. "A major, albeit less quantifiable, result of this partnership [public library and mental health library] is the increased confidence and assertiveness of the hospital librarian." (Massachusetts). Some State consultants are convinced it is the way to the best library service possible for those in institutions. "Once again, Kentucky's institution with library services contracted to local public libraries led the way in quality and quantity of service." (Kentucky). The Massachusetts report goes on to analyze this type of relationship:

> A number of factors appear crucial to a successful institution/public library partnership: (1) the existence of a client library and librarian; (2) the ability of the public librarian to understand the problems and red tape of institutional library service; (3) the amount of time (4 to 6 hours weekly) and energy of both the public and hospital librarians; (4) the proximity of the hospital to the public library; and (5) the potential for additional funds or resources in order to lend weight to the librarians' dealings with hospital administration.

Studies of the institutional library situation in State-wide need assessments were accomplished by State Library consultants and by private consultants. Institutional librarians encounter "... the same three basic problems: a) limited space, b) multiple usage of the space, and c) minimum supervision of the utilization of the materials." (Hawaii). "Additional space and staffing are probably the most universal needs of the institutional libraries. In too many cases the librarian is the only person working in the library and thus is responsible for clerical, custodial, and professional duties simultaneously." (Virginia). Especially if the library program is a success these problems intensify. "There are some complaints about budgetary restrictions, and chief among these is the expansion of library hours without the additional library personnel to implement this change." (South Carolina).

Trends in the field of institutional management also impact on the library and its lack of staff. "Normal Day programming adopted by institutions for the developmentally disabled began to impact the libraries as institution staff sought additional structured activities for their residents who now must be off their living units during normal daytime work or school hours." (Washington).

"Space, particularly secure space, is very limited. The need for greater security on materials is cited again and again by correctional librarians." (Virginia). "They don't want a bunch of people congregating in one spot." (Prisoner being quoted on the limited use of the library at Tucker Prison - Arkansas). In opposition to a warden's enthusiastic support of his library is the lack of security personnel assigned to the library." (South Carolina).

Despite all of these difficulties, the LSCA funded institutional library service program shows increases in support and in complexity. Temporary loss of staff, lack of space, and small budgets continue to beset the programs, so the difficulties are not to be underrated. As James Myrick stated:

> ...the quality of library service varies enormously. It is a constant challenge to the State Library to maintain and improve levels of library service when no control can be exercised over the administration of the institutions and provision of library service is neither part of the mission, nor a high priority, of the institutions. To compound the problem, because of limited

> resources, institutions have attempted, from time to time, to divert LSCA funding from the library program to other institutional programs considered to be of higher priority.

In spite of the problems, dedicated librarians continue to fight to bring good library service to those unable to go to their public library. They know that the:

> library may often be the one place in the institution where a patient with off-ward privileges can enjoy unprogrammed activity, peace and quiet, the news of the outside world and the reminder of opportunities - recreational, educational and occupational - afforded by outside communities and of what it's like to be there. Library patrons are made to feel like persons rather than patients, a feeling which undoubtedly contributes to the self-confidence necessary to their successful reintegration into the outside community. (New York).

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The reports of the State and the publications they produced are available for review in the offices of the Public Library Support Staff, Office of Library Programs, U.S. Department of Education. As the collection of reports, evaluations and surveys increases, so does its value to anyone involved in research in this field. If you have reports you wish to review or materials you wish to have added to the collection, the facilities of this office are available.

Details from the reports submitted annually comprise the appendix to this report. By necessity, these comments are greatly shortened versions of many of the reports. Also, the user should be aware that there are some deficiencies that, like the writer of this report, will have to be coped with as the collection or the appendix is used. Some reports are late in arriving and are not included in the appendix of projects attached to this report. In some cases (marked with an *) last year's figures have been used for unavailable current ones. Some reports are minimal due to the following: (a) the routine nature of the grant; (b) the service is rendered by the regional library and the details are lost in the greater report detailing all of the services rendered under LSCA; or (c) there may be little contact by the staff of the State Library and the reports from the institution may be sketchy. Some reports are put together by several persons and the coordination of statistics is not accomplished, making for inadequate or conflicting figures.

It should be noted that the appendix contains statistics that are as complete as can be made from the reports submitted and may, in some cases be somewhat incomplete. The statistics are supposed to be based on populations served under LSCA and therefore should not be taken as a total of the possible universe of institutional population within any given State. Only expenditures for library services to the institutionalized that are claimed by the State Library as being part of the LSCA program are reported here. Any "In-Kind" contributions are not recorded as the LSCA program does not recognize this type of support.

Readers of earlier editions will note that no attempt to record the numbers and types of institutions in the program by State has been made this year. A change in forms has made collecting this type of information almost impossible and, at best, very inconsistent.

A second attachment to this report is an evaluation checklist produced under a contract with RMC Incorporated as part of their search for exemplary library projects. This sheet was used to evaluate the institutional projects submitted. It is hoped that it may be of use to those who seek to improve their evaluation and planning process.

SERVICES TO THE INSTITUTIONALIZED FOR FY 1985

SUMMARY OF PROJECTS FUNDED UNDER THE LSCA PROGRAM

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
AL	Birmingham Public - Jefferson County (5-I-E-1) provided service to the residents of West Jefferson Correctional Institution.	LSCA = $10,000
	Escambia County Cooperative Library System (5-I-E-2) provided materials to Holman and Fountain Prisons.	LSCA = $2,500 St/lo = 1,425 Total = 3,925
	Horseshoe Bend Regional (5-I-E-3) provided service to 2,415 inmates of Draper, Staton, Tutwiler, and Frank Lee Correctional Facilities.	LSCA = $1,500
	Mobile Public (5-I-E-4) provided service to 660 patients at Searcy Hospital. Materials were selected in support of special programs and included video, and records and equipment for a listening station.	LSCA = $12,500 St/lo = 20,200 Total = 32,700
	Northwest Regional (5-I-E-5) provided a paperback service through a bookmobile to 187 inmates in the Hamilton Prison Camp.	LSCA = $2,000 St/lo = 99 Total = 2,099
	Tuscaloosa Public (5-I-E-6) provided service to 950 patients of Bryce Hospital by extending service to the closed wards and others unable to use the patient library. Also provided bibliographic instruction to students in the academic school program.	LSCA = $ 1,000 St/lo = 21,313 Total = 22,313
	Houston-Love Memorial (1-I-A-2) provided service to inmates in the Dothan City and Houston County jails through paperback collections and high/low reading materials.	LSCA = $4,000 St/lo = 613 Total = 4,613
	Mildred B. Harrison Regional (1-I-A-3) provided library service to the inmates of the Shelby County Correctional System.	LSCA = $2,500 St/lo = 2,000 Total = 4,500

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
AK	Alaska State Library (5) nine libraries (Anchorage, Bethel, Fairbanks, Juneau, Kenai, Ketchikan, Nome, Palmer, and Sitka) provided service to 2,686 residents of 18 correctional facilities, 5 Pioneer Homes, and 1 mental facility. Service included interlibrary loans, A-V, and reference.	LSCA = $55,865
AZ	Arizona Department of Corrections, Catalina Mountain School (84-I-B-2a) provided service to 165 inmates through high/low materials, A-V, and other materials.	LSCA = $2,518
	Arizona Department of Economic Security (84-I-B-2b) provided funds for library service at the Arizona Training Program at Coolidge.	LSCA = $6,000
	Arizona State School for the Deaf and Blind (84-I-B-2c) used LSCA funds to purchase a Kurzweil Reader Voice (KRV), the Versabrailler System, an Apple computer and a Microline printer. Staff and students have been trained on these systems and their use has been intregrated into the curriculum. The KRV has increased the use of the Kurzweil by 62%. The library service was provided to 87 students.	LSCA = $11,825
	Arizona Department of Corrections, Santa Rita (85-I-E2-1) provided services to 410 inmates. Total = 303,655	LSCA = $ 7,800 St/lo = 295,855
AR*	Arkansas State Library (4f) provided services to 53,000 institutional residents in 6 residential schools and 4 correctional facilities which included collection development, consultant visits, interlibrary loans, and reference assistance.	LSCA = $32,015 St/lo = 61,985 Total = 94,000
CA	Tulare County Free Library (I-1.73) established a library at the Robert K. Meyers Boys' Ranch, a county correctional facility with a population of 110.	LSCA = $45,193
	California Youth Authority (I-5.12) worked with the institutions and camps on a prerelease program that provided materials on employment and survival techniques. It emphasized using the local library as a resource after release. "Get a Job: Use Your Library" (a video tape) was produced and used with 5,752 inmates. A new section on library standards has been incorporated in the Institutions and Camps Manual.	LSCA = $96,506

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
CA	Atascadero State Hospital (I-5.94) conducted a workshop for State Hospital Librarians. The agenda included networking and cooperative efforts, automation and telecommunications, and sensitivity to human needs. The workshop reached a group of 50 librarians and administrators.	LSCA = $11,877
	San Mateo County Public (I-12.63) served 200 inmates in the San Mateo Correctional Institution through a literacy program that covered reading, survival English as a second language, GED diploma work, and creative writing. The program used inmate teachers.	LSCA = $39,941
CO	Colorado State Library (2) served 7,113 institutionalized through the following projects: 1) Lathrop Park Youth Camp (84-I-38) undertook a project on Colorado heritage and lifeskills, which included materials and programming on career and job opportunities, lifeskills for social relations, and the cultural heritages and ethnic orgins found in Colorado. 2) Golden Gate Youth Camp (84-I-39) funds were used to purchase books, filmstrips, slide sets, etc. to support the educational program and included topics on occupational/career and coping and survival materials. 3) Wheat Ridge Regional Center (84-I-32) increased the inventory of the Media Center and included audio and video cassette materials, and various age-appropriate materials for the profoundly and severely mentally retarded population. 4) Colorado Division of Youth Services (84-I-37) upgraded the non-fiction collection and the A-V materials, purchased furniture and equipment for Lookout Mountain School and Mount View School. Mount View also undertook a weekly showing of films of literary Classics as 75% of the residents read at a low level. Special programs included the following: a visit by a fashion photographer and assistants (a model, a hairstylist, and a makeup artist), art therapy, ballet, miming, jazz, theater, and museum visits.	LSCA = $ 72,000 St/lo = 151,429 Total = 223,429

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
CO	5) Fremont Correctional Facility (84-I-35) purchased an Apple IIe for library duties, and materials to enlarge the ethnic, local history and reference collection. 6) Centennial Correctional Facility (84-I-36) purchased an Apple IIe for library duty. Materials purchased included reference materials, Spanish language materials, non-fiction, and games. 6) Child and Adolescent Treatment Center (84-I-30) purchased materials to support the therapy groups dealing with sexual abuse and general sexuality. A-V equipment and materials were also purchased. 7) Grand Junction Regional Center (84-I-31) purchased games, toys, and A-V to support the therapy program of the institution. 8) Cannon City and Shadow Mountain Correctional Facilities (84-I-34) provided the following special programs: to improve appreciation of music and non-music recordings, art therapy, story-telling, and ethnic heritage. The libraries purchased A-V equipment, ethnic heritage materials, and Spanish language books and recordings to reach the 508 inmates. A random survey was done to ascertain inmate interests. 9) Buena Vista Correctional Facility (84-I-33) purchased materials and provided programming of high interest to Black and Hispanic inmates. Materials and programming on real estate, small business art and poetry were provided. High/low reading material was purchased to attract those with literacy problems.	
CT	Connecticut State Library (4.1) provided consultant service to the State Institutions as well as workshops for the librarians and appraisals.	LSCA = $23,153 ST/lo = 19,274 Total = 42,427
	Connecticut State Library (4.2) awarded grants to the following institutions to improve library service and to promote continuing funding from the institution's budget: 1) Literacy grants went to the following: Hospitals - Altobello, Blue Hills, Fairfield Norwich, Cedarcrest, and Connecticut Valley; Community Correctional Centers - Bridgeport, Hartford, Litchfield, Montville, and New Haven;	LSCA = $ 35,000 St/lo = 117,050 Total = 152,000

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
CT	Greater Bridgeport Children's Services Center; Correctional Institutions - Enfield and Somers; High Meadows; Whiting Forensic Instituti; and Regional Centers - New Haven and Waterbury. 2) Grants for projects that were mostly A-V went to: American School for the Deaf (also computer software and printed materials, etc.); Fairfield Hills Hospital; Enfield Community Correctional Center; Altobello Hospital; and Waterbury Regional Center. 3) Toy collection grants went to: Hartford Regional Center and Newington Children's Hospital. 4) General collection development grants went to: Cedarcrest Hospital; New Haven Regional Center; High Meadows; Blue Hills; Cheshire Community Correctional Center; Norwich Hospital; Somers Correctional Institution; and Cheshire Youth Institute. 5) Other grants went to: Bridgeport Community Correctional Center (Physical Fitness); Niantic Correctional Institution (Arts and Crafts); and Brooklyn Community Correctional Center (Spanish language materials).	
DE	Delaware Division of Libraries (I-4) had problems funding librarian posisitions in each institution. Committee working on revising plans for this program.	LSCA = $ 13,896 St/lo = 101.161 Total = 115,057
DC*	District of Columbia Public Library (2) report available at the deadline of this report.	LSCA = $14,892
FL	State Library of Florida (4-A, 15-A) provided consultant services to develop a collection of Spanish language materials to update the collection.	LSCA = $12,000
	Florida Department of Corrections (4-A) services included purchasing materials on survival skills, ethnic and cultural information, life-long learning, career information, and fiction for 20,021 inmates.	LSCA = $117,000 St/lo = 201,344 Total = 318,344
	Florida Mental Health Programs Office (4-B) used grant funds to start up a new library; purchase A-V and equipment for listening stations and other programs such as those for the geriatic wards, the .	LSCA = $ 34,000 St/lo = 66,378 Total = 100,378

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
FL	criminally mentally ill, and those in remote wards; initiate an outreach program, provide bibliotherapy, and support the drug and alcohol abuse program that reached 2,868 residents.	
	Florida Developmental Services Program Office (4-C) funded outreach programs for 678 unable to come to the library.	LSCA = $17,000 St/lo = 22,000 Total = 39,000
	Eckerd Youth Development Center (4-D) provided materials on career skills and recreational film programs to 650 residents.	LSCA = $ 6,000 St/lo = 6,000 Total = 12,000
	Florida Mental Health Institute Learning Resources Center (4-E) provided materials on re-entering the work force to 1,022 residents; and (4-B, 15-B) provided materials on learning daily living skills, and discovering the world.	LSCA = $ 5,000 St/lo = 5,070 Total = 10,070
	Eckerd Youth Development Center (4-C, 15-C) bought materials to support career decisions. Two career fairs were held and job seeking and interviewing was studied in this grant that reached 220 residents.	LSCA = $5,000
	Collier County Public (1b-F) served three jails by use of an outreach librarian and collection increase including Spanish language materials and A-V. Circulation has increased significantly.	LSCA = $4,000
	The following libraries served local jails (No narratives are available at this time):	
	Jackson County Public (1b-G) served 700 inmates.	LSCA = $10,000 St/lo = 5,000 Total = 15,000
	Lee County Library System (1b-H) served 630 inmates.	LSCA = $25,000 St/lo = 25,000 Total = 50,000
	Manatee County Public Library System (1b-I) served 200 inmates.	LSCA = $10.000 St/lo = 3,500 Total = 13,500
	Volusia County Public (1b-J) served 1,000 inmates.	LSCA = $20,000 St/lo = 10,000 Total = 30,000
GA	Georgia Division of Public Library Services (3) served 16,732 residents through grants to the	LSCA = $56,071 St/lo = 21,929

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
GA	the Department of Corrections will phase out as the program becomes supported by Corrections. The Department of Corrections librarian has written standards of service. Collections were increased by westerns, science fiction, mystery and self-help books and story tapes. Also purchased were high/low books (due to low reading levels of inmates)and alcohol and drug abuse video tapes. Service was also rendered to prisons and jails by regional and county public libraries. The Division of Public Library Services circulates books by mail.	Total = 78,000
	Kinchafoonee Regional (?) responded to the fact that 50% of the inmates in the Calhoun County Correctional Institution were reading below the fourth grade level by initiating a literacy program that included math concepts.	LSCA = $1,615
HI	Hawaii Office of Library Services (84-1) provided library service to 2,239 residents from sixteen institutions. Special programs included the following: folk dancing, music, films, discussion groups (including one on the news), A-V, origami, and bibliotherapy.	LSCA = $ 15,000 St/lo = 237,000 Total = 252,000
ID	Idaho State Library (4) funded librarian positions in four institutions (State School for Deaf & Blind, State Department of Corrections, State Youth Services Center, and State Hospital South). Funds also went to pay for library materials.	LSCA = $ -0- St/lo = 94,141 Total = 94,141
IL	Illinois State Library (?) No narrative available at time of the report.	LSCA = $ -0- St/lo = 1,530,67 Total = 1,530,67
IN	Indiana Library & Historical Board Department (85-13) served about 15,000 residents through its consultant services, meetings and workshops, and grants for books and equipment. (In addition to this project, the Clinton County Demonstration (35-27) included jail service via a van.)	LSCA = $ 71,088 St/lo = 303,583 Total = 374,671
IA	State Library of Iowa (?) served 5,360 residents in 12 institutions through special grants, workshops, consultant service, and a committee started work on standards that will include institutional libraries.	LSCA = $ 57,279 ST/lo = 383,825 Total = 441,102

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
KS	Kansas State Library (?) Narrative not available at time of report.	LSCA = $39,509 St/lo = 1,429 Total = 40,938
KY	Kentucky Department of Libraries and archives (6a) funded projects in the following institutions for materials, salaries, and equipment: Bell County Forestry Camp, Blackburn Correctional Complex, Frankfort Career Development Center, and Western Kentucky Center (population 670); Kentucky Correctional Institution for Women (pop. 160 through service from the Duerson-Oldham County Public Library); Kentucky State Penitentiary (pop. 850); Kentucky State Reformatory (pop. 1,500; Luther Luckett Correctional Complex (pop. 700); Northpoint Training Center (pop. 700 through service by the Danville Public Library); Roederer Farm Center (pop. 250 through service from the Duerson-Oldham Public Library); Lake Cumberland Boy's Camp (pop. 60); Lincoln Village Treatment Center (pop. 45); Morehead Treatment Center (pop. 40); Owensboro Treatment Center (pop. 40); Central State Hospital (pop 275); Eastern State Hospital (pop. 250); Western State Hospital (pop. 350); Kentucky School for the Blind (pop. 125); Kentucky School for the Deaf (pop. 400); and Oakwood State Hospital (pop. 420).	LSCA = $39,500 St/lo = 29,390 Total = 66,740
LA	Louisiana State Library (I-G/4) conducted two pilot projects: 1) the Thibodaux State School bought books, A-V, toys, periodicals, and equipment to start a library; and 2) the Washington Correctional Institute increased A-V and other materials in the area of literacy. The State also provided consultant services and interlibrary loans to the institutions; published a newsletter and booklists, and conducted a workshop. Populations served totaled 16,042 in 25 institutions.	LSCA = $ 50,044 St/lo = 113,051 Total = 163,095
ME	Maine State Library (I-G) program includes funding for one consultant and eight institutional librarians, interlibrary loans, supplementary reference, and a newsletter. Service was to 4 Correctional, 3 Mental Health, and 1 residental School for the Deaf (total population 2,055).	LSCA = $ 58,531 St/lo = 139,100 Total = 197,631

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
MD	Maryland State Department of Education (1-C) served 12,993 residents of 15 institutions received improved library services. Two projects were noted as follows: Health Dial (through the Office of Correctional Education) enabled inmates without reading skills to receive health information through the Tel-Med system; and the Department of Health and Mental Hygiene placed an emphasis on training and long-range planning, and funded two job and career projects. One project was aimed at introducing long-term mental patients to changes in society, and the other project brought rehabilitation-related health information to patients.	LSCA = $109,864 St/lo = 200,500 Total = 310,364
MA	Cedar Junction Correctional Institution, Walpole (5.12) provided new materials and service to those unable to go to the library, and included a reader survey.	LSCA = $4,800
	Rutland Heights Hospital (5.21) purchased books, A-V, and equipment (including a computer and software), and presented programs on health education and computer orientation.	LSCA = $4,990
	Salem Public (3.1) developed an existing collection in the Essex County Jail with high/low books, and Spanish materials.	LSCA = $11,830
	Shirley Correctional Institution (5.11) developed a career and information resource center.	LSCA = $4,800
	Massachusetts Board of Library Commissioners (5.1) brought library service to 18,324 residents. Programs included service from the Worchester Public Library; interlibrary loans; a survey of the library patrons and library usage, and adoption of standardized forms; automation of circulation, cataloging, loans, etc.; and meetings of the institutional librarians and networking.	St/lo = $309,286
MI	Library of Michigan (4/1985) continued efforts to improve delivery of information services to the 20,000 residents of 65 State institutions through a paperback exchange and consultant services.	LSCA = $75,266 St/lo = 17,844 Total = 93,110

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
MN*	Minnesota Departments of Welfare and Corrections (?) No reports available at this time.	LSCA = $ 39,509 St/lo = 647,504 Total = 687,013
MS*	Mississippi Library Commission (?) No report available at this time.	LSCA = $ 37,608 St/lo = 66,794 Total = 113,902
MO	Missouri State Library (7) used federal funds for grants for library materials and the institutions supplied the library and staff. Materials included books, A-V, toys, and games for 13,000 residents.	LSCA = $ 46,410 St/lo = 328,887 Total = 375,297
MT	Montana State Library (1.B 3) served the following institutions directly: Warm Springs State Hospital, Boulder River School and Hospital, Galen State Hospital, Montana State Prison, Mountain View School and Pine Hills School. The State Library provided these with reference service, interlibrary loans, and funds to purchase such items and paperbacks, reference materials, music, toys and games, periodicals, recreational reading, and career materials. The following institutions were provided library services through contracts with local public libraries: Swan River Forest Camp and Montana Veterans' Home were served by Flathead County Library; the School for the Deaf and Blind was served by the Great Falls Public Library, Eastmont Human Services Center was served by Glendive Public Library, and the Center for the Aged was served by the Lewistown City Library. Total population served was estimated at 3,500.	LSCA = $49,425 St/lo = 40,360 Total = 89,785
NE	Nebraska Library Commission (85.5) No narrative available at the time of this report.	LSCA = $ 28,513 St/lo = 303,142 Total = 332,142
NV	Nevada Mental Health Institute (I-85-9) worked on collection development under the direction of a full-time professional librarian. Population served estimated at 500.	LSCA = $ 3,944 St/lo = 35,541 Total = 39,485
	Nevada Girl's Training Center (I-85-8) served an estimated 100 residents in a remote facility. It does not have a librarian, but receives consultant services from the State Library and bookmobile ,	LSCA = $ 1,422 St/lo = 11,653 Total = 13,075

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
NV	service from the Linclon County Library. Funds are used for collection development.	
	Nevada Department of Prisons (I-85-7) reinstated three librarians' positions so that the libraries will be eligible for funding in FY 86.	LSCA = $-0-
	Nevada Youth Training Center (I-85-10) has built a strong institutional library program under the guidance of a professional librarian, support from the administration of the institution and help from the Elko Public Library. "All of these elements have made this library a standard against which the other institutional libraries can be measured." The program serves an estimated 300 residents. The project included computer literacy, A-V materials and equipment, and other library materials.	LSCA = $ 2,836 St/lo = 38,897 Total = 41,733
NH	New Hampshire State Library (I-11) funded purchase of books, A-V, equipment, and supplies in five institutions. Each library has a full or part-time librarian and they serve an approximate population of 1,690.	LSCA = $ 27,000 St/lo = 104,051 Total = 131,051
NJ	New Jersey Department of Corrections (5a) serves 25,000 inmates in a program that relies on para-professional and professional librarians. Grant funds were used to purchase materials and pay salaries.	LSCA = $ 68,137 St/lo = [300,000] Total = [368,137]
	New Jersey Department of Human Services (5b) bought specialized materials and equipment.	LSCA = $24,451
	Ocean County Library (2) served a daily population of 100 at the County Jail by building a reference collection, providing books on request, and providing visits by an outreach librarian.	LSCA = $45,059
NM	New Mexico State Library (5) served approximately 4,200 residents from 14 institutions through grants for collection development which included A-V. Long-range plans were developed in 14 out of 15 institutions. The State Library provided training, consultant services, and on-site visits. A special grant to the Western New Mexico Correctional Facility funded the opening of a library in the new women's facility.	LSCA = $38,000 St/lo = 39,358 Total = 77,358

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
NY	New York State Library (2(4)) provided consultant services through visits, workshop planning, and technical assistance.	LSCA = $40,270
	New York State Library (2A(4)) The following grants for service were made in Fy 1985:	LSCA = $23,395
	1) Office of Mental Retardation and Developmental Disabilities (85-2003) funded a project at the Letchworth Village Developmental Center to develop an active stimulation and electromechanical devices lending library.	LSCA = [$6,954]
	2) New York State Division for Youth (85-2004) provided services to 98 youths through the following: purchase of equipment, supplies, books, and periodicals; training on an Apple IIe computer; and the establishment of procedures. Cooperation among similar institutions is being explored.	LSCA = [3,698]
	3) New York State Office of Mental Health (85-2005) held workshops on networking plans for institutional librarians, produced information on the library as a part of the treatment of patients, worked on plans for needs assessment, and standards.	LSCA = [$12,743]
	New York State Library (2B(4)) relied on funds from the State supported institutions budgets for the funding of the basic library programs.	St/lo = $2,211,47
NC	North Carolina Department of Cultural Resources (5) provided consultant services, which included visits, editing an issue of North Carolina Libraries devoted to library services in institutions, and providing grants to the following institutions for the purchase of books, A-V, and equipment: Correctional Centers - Western, Piedmont, Harnett, Southern, Eastern, and NC Correctional Center for Women; Polk and Sandhills Youth Center; Eastern NC School for the Deaf; Juvenile Evaluation Center; Western Carolina Center; Wright School; John Umstead, and Murdoch Center. Estimated population served was 25,325.	LSCA = $31,245
ND	North Dakota State Library (6) provided service to 1,700 residents through reference service and interlibrary loans to all residents and through	LSCA = $ 32,996 St/lo = 80,000 Total = 112,996

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
ND	direct service to the North Dakota State Penitentiary. Other institutions served through a competitive grant process were: ND School for the Deaf, ND School for the Blind, Grafton State School, Jamestown State Hospital, Soldiers' Home (Lisbon), ND State Industrial School, and San Haven State School.	
OH	State Library of Ohio (I-5-85) served 16,120 in 21 institutions through consultant services, workshops, and quarterly meetings. New libraries were established at Lima Correctional and Hocking Correctional, 9 youth facilities shared in a cooperative video-tape collection development project, on library was re-established, and other projects emphasized collection development.	LSCA = $147,267 St/lo = 398,193 Total = 545,460
	Ohio Department of Mental Health (I-6A-1-84) implemented computer literacy programs using Apple IIe computers in Central Ohio Psychiatric Hospital, Cambridge Mental Hospital Center, and Fallsview Psychiatric Hospital. Dayton Mental Health Center purchased video taping equipment to create tapes on topics relating to patients' treatment. Other activities included monthly reading groups, art, storytelling and poetry therapy. These projects reached 1,000 residents.	LSCA = $ 21,374 St/lo = 115,747 Total = 137,121
	Ohio Department of Rehabilitation and Correction (I-6A-2-84) served 7 adult correctional facilities by providing the following: books and video tape equipment (Hocking Correctional Facility); materials on substance abuse and health; and new library services (Lebanon Correctional Institution); a new library collection (Lima Correctional Institution); computer literacy and life-skills materials (London Correctional Institution); funds to continue a book discussion group (Marion Correctional Institution); leisure reading materials and education support materials (Ohio State Reformatory); and large print and reference books (Ohio Correctional Facility). Population served was estimated at 11,500.	LSCA = $ 77,882 St/lo = 220,939 Total = 298,821

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
OH	Ohio Department of Youth Services (I-6A-3-84) served 1,200 juvenile offenders in 9 correctional facilities through a central video collection, purchase of video equipment, and purchase of books.	LSCA = $33,401 St/lo = 18,955 Total = 52,356
	Tiffin Developmental Center (I-6A-4-84) purchased non-traditional materials (manipulatives, musical instruments, sensory items, etc.), is constructing a sensory wall, and purchased A-V equipment. The 220 mentally retarded residents were served by this project.	LSCA = $ 5,814 St/lo = 15,380 Total = 21,194
	Southeastern Ohio Training Center (I-5-B-4-85) started a life-long learning project that will benefit 909 inmates through the purchase of materials for adult new readers, as well as self improvement studies plans. Certificate of improvement were given to residents who completed the course of study.	LSCA = $22,000 St/lo = 39,904 Total = 61,904
OK	Oklahoma Department of Libraries (I-IV) served an estimated 8,448 residents in 22 institutions by funding grants for books, periodicals, A-V, and toys. State budget cuts have resulted in only one institution retaining a professional librarian. A policy that missing interlibrary loans must be replaced rather than paid for, has restricted loans to books in print. Connor Correctional Center lost its library due to fire and is starting their building process. Funds were made available to institutions to purchase any equipment needed to support program kits developed by the State Library for use in the institutions. Kits were available on the following topics: puppets, folkdancing, the world of work, the circus, the Statue of Liberty, and computers. Kits were designed so that a program could be presented with a minimum of work by the local institutional librarian. The kits contained "hands-on" materials and display items. Grants were given to the following institutions: Bassett; Central Oklahoma JTC; Central, Eastern, and Western State Hospitals; Conner, Dunn, Harp, Lilley, McLeod, Quchita, Crabtree, and Stringtown Correctional Centers, Enid and Pauls Valley State Schools; Oklahoma School for the Blind; Oklahoma State Penitentiary; Oklahoma State Reformatory; Rader; McCarty; and Lexington A&R.	LSCA = $ 77,012 St/lo = 230,082 Total = 307,094

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
OR	Oregon State Library (State) recorded an estimated 6,794 residents of institutions receiving service in the following institutions: Oregon Women's Correctional Center, Oregon State Penitentiary, Oregon State Correctional Institution, Oregon State School for the Deaf, Oregon State School for the Blind, Maclaren School for Boys, Hillcrest, Dammasch State Hospital, Fairview Hospital and Training Center, and Oregon State Hospital.	St/lo = $292,605
	Newport Public Library (I-84-11) served 50 inmates in the Lincoln County Jail by purchasing reference books and paperback fiction, and developing a core collection of nonfiction materials.	LSCA = $2,100
	Library Association of Portland (I-84-10) provided service to 438 inmates at Mulinomah County Jail and 250 at the Multnomah County Correctional Facility by purchase of career books using a bibliography prepared by the Oregon Educational Information Center.	LSCA = $1,820
PA	State Library of Pennsylvania (4) State funds paid for service in 15 hospitals, 7 mental retardation centers, and 10 correctional institutions.	St/lo = $1,191,72
	Pennsylvania Department of Corrections (4- 501046) established a Spanish language collection in every prison library by: 1) identifying appropriate resources and compilation of bibliographies of materials specifically aimed to recognize the Hispanic inmate as an integral part of the service committment, 2) acquiring and distributing materials, and 3) giving a two-day workshop to train prison librarians in the use of the material and the information needs of the Hispanic inmate.	LSCA = $3,200
	State Regional Correction Facility at Mercer (4-5501045) is in the process of upgrading the nonfiction collection.	LSCA = $1,170
	Western Pennsylvania School for the Deaf (4- 501047) is establishing a career information center and resource center for deaf students.	LSCA = $4,680
	Western Center (1(b)-84-59-I) served an estimated 500 retarded residents by developing a library with	LSCA = $10,000

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
PA	age-appropiate, functionally-oriented materials, and also developed a rotational system to get materials in the living areas.	
	Wernersville State Hospital (4-84-60-I) purchased materials to reach the more infrequent users and nonusers of the library by selecting materials to support structured therapies (Remotivation, Reality Orientation, and Sensory Training).	LSCA = $5,950
RI	Rhode Island Department of State Library Services (4) served 4,000 residents by: awarding grants to 8 institutions (library materials and A-V); loaning materials, consultant services; publishing items in the Newsletter; arranging meetings of, and giving workshops for institutional librarians, and assisting in opening a new library at the women's prison. The institutions involved with the program (General and Zambarano Hospitals; Rhode Island School for the Deaf; Rhode Island Training School; Ladd Center; the Substance Abuse Unit of the Department of Mental Health, Retardation and Hospitals; New Routes; RCA Treatment and Evaluation Center; Rhode Island Veterans Home; Camp E-Hun-Tee; Juvenile Diagnostic Center; Caritas, Transition, and Summit Houses; Pawtucket Workshop; and the two male and one female Adult Correctional Institution in the Department of Corrections) provided services. Eight institutions established minimum standards of library service.	LSCA = $ 36,424 St/lo = 158,947 Total = 195,371
SC	South Carolina State Library (VIA) served 22,546 residents in 34 institutions supported by 8 State agencies by consultant services, reference assistance, films, interlibrary loans, and training. Grants were awarded for the purchase of materials to 26 institutions; and paperbacks were selected by the consultant for 4 institutions. Eleven institutions employ librarians, with 3 additional teacher-librarians seeking professional degrees. The two workshops dealt with long-range planning and standards of service. Programs offered by the librarians include the following: assertiveness training, craft classes, bibiiotherapy, music, outside speakers, videotapes (instructional and recreational), and computer training. Materials purchased include toys, games, puppets, realia, books, comics, high/low, and literacy materials.	LSCA = $ 42,280 St/lo = 390,486 Total = 432,766

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
SD*	South Dakota State Library and Archives (?) No report available from State Library at time of report.	LSCA = $54,216 St/lo = 41,231 Total = 95,447
TN	Tennessee State Library and Archives (5A) served 8,000 inmates in 13 correctional institutions through funds expended for library materials. The programs in each institution were monitored by members of the Advisory Council. Participating instutions were as follows: Bledsoe, Lake and Morgan County Regional Correction Institutions; Brushy Mountain State Prison; DeBerry Correctional Institution; Ft. Pillow State Farm; John S. Wilder, Spencer, Turney, Tennessee, and Taft Youth Centers; and the Tennessee State Prisons for Men and Women.	LSCA = $25,000 St/lo = 12,500 Total = 37,500
	Tennessee State Library and Archives (5B) served 2,612 residents in 5 mental health institutions and 2,302 residents in 3 developmental centers through purchase of library materials to meet the recreational, educational, and reference need of the residents. The participating institutions were as follows: Arlington, Cloverbottom and Green Valley Developmental Centers, and Lakeshore, Memphis, Middle Tennessee, Moccasin Bend, and Western Mental Health Institutes.	LSCA = $10,000 St/lo = 5,000 Total = 15,000
TX	Texas State Library (5.1) serves 50,924 residents in 30 institutions through centralized acquisitions of library materials. Activities at the libraries included renovating the libraries at Big Springs and Austin State Hospitals, and hiring a professional librarian at Wichita Falls State Hospital. The Texas Department of Corrections automated its acquisition process, Corsicana State School contracted with a regional educational service center to provide a professional librarian one day a week, and the State Library consultant provided technical assistance.	LSCA = $ 44,524 St/lo = 321,946 Total = 366,470
UT	Utah State Library (4) served 3,529 residents in 7 institutions through consultant services which included workshops, technical assistance, the provision of reference materials, A-V materials,	LSCA = $ 33,028 St/lo = 75,005 Total = 108,033

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
	centeralized processing of acquisitions, and interlibrary loans. The following projects were included in this program: 1) Decker Lake Youth Center served 45 by the purchase of reference materials amd computer programs. 2) Utah School for the Blind served 700 students by purchasing a computer for inventoring the media materials. A "story time " program was established. 3) Utah Schools for the Deaf served 559 students through the improvement of the inventory of media materials by input to a data base on an Apple IIe computer, establishment of a regular delivery of materials to the Salt Lake Extension, permanent loan to teachers for classroom use, and reading programs. A training manual for student library aides was developed. 4) Utah State Hospital served 325 patients by the purchase of games, video, compact disks, cassettes, computer software, A-V equipment, and books and periodicals.	
VT	State of Vermont Department of Libraries (1-5) brought library services to 1,350 residents of 13 institutions through consultant services which included purchase of library materials, technical assistance, supply of bibliographies, visits, orientation of new librarians, loan of books and films, etc. All correctional facilities include literacy programs as an ongoing program.	LSCA = $ 17,418 St/lo = 85,301 Total = 102,719
VA	Virginia State Library (85-5) served 17,721 residents through consultant services and grants for collection development to upgrade reference, ethnic studies, technical, and career resources to the following: Bland, Brunswich, Buckingham, Deerfield, Harrisonburg, Marion, Mecklenburg, Nottoway, Powhatan, St. Brides, Southampton, and Staunton Correctional Centers; the 28 Correctional Field Units; Virginia Correctional Center for Women; Virginia State Penitentiary; Appalachian, Barrett, Beaumont, Bon Air, Hanover, Natural Bridge, and Oak Ridge Learning Centers; Reception and Diagnostic Center; Southampton Youthful Offender Center; Catawba, Central State, Eastern State, Piedmont	St/lo = $170,000

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
	Geriatric, Southwestern State, and Western State Hospitals; Central, Southwestern, and Northern Virginia Training Center for the Mentally Retarded; Dejarnett and Virginia Treatment Centers; Northern and Southern Virginia Mental Health Institutes; and Woodrow Wilson Rehabilitative Center.	
WA	Washington State Library (4 II.A.4) staffed 34 institutional libraries and provided materials and information services to residents of state-supported institutions. Materials purchased included fiction, non-fiction, paperbackes, large print books, periodicals, materials in Spanish, comic books, cassettes, films, A-V, toys, games, and realia. Other services included bookcart outreach to locked wards, rotating small collection of large print books, updating reference materials, purchase of materials on the list of required reading for sexual offenders, revised library orientation materials, production of book lists and bibliographies, etc. Programs included the following: films, audio listening sessions, humanities studies, poetry writing, holiday themes, concerts, story telling sessions, learning to use maps and atlases, etc. Staff were encouraged to upgrade skills by attendance at activities which included workshops on story telling, Alzheimer's disease, communication skills, library services to the deaf, database searching, music programming, basic computer skills, and other continuing education activities.	LSCA = $ 40,000 St/lo = 677,160 Total = 717,160
WV	West Virginia Library Commission (5) served 8,906 residents of 28 institutions through consultant services, direct staffing, and quarterly workshops. Institutions served by the program included the following: Region I - Huntington State and Lakin Hospitals, Colin Anderson, West Central Regional Juvenile Detention Center, Huntington Work Release Center, Barboursville Veterans' Home, and WV Rehab Center; Region IIA - WV State Penitentiary, Charleston Work Release Center, and Spencer State Hospital; Region IIB - Welch Emergency Hospital, Southern Regional Juvenile Detention Center, Pinecrest Hospital, and Beckley Work Release Center; Region III - Weston State, Fairmont Emergency, and Hopemont Hospitals, Pressley Ridge School, WV Industrial School for Youth, WV School for the Deaf,	St/lo = $179,036

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
	Eastern Regional Juvenile Detention Center; and Region IV - Huttonsville Correctional Center, Anthony, Davis, and Greenbrier Centers, Andrew S. Rowan, Denmar State Hospital, and WV Children's Home.	
WI	Oakhill Correctional Institute (85-160) collected computer software and acquired volunteers and staff for literacy training. This project served an estimated 100 inmates and is to be replicated in 4 other institutions in Wisconsin.	LSCA = $14,116
	Department of Health & Social Services, Division of Care & Treatment Facilities (85-162) accomplished a comprehensive library system plan and obtained funds from the Department for library materials.	LSCA = $23,584
	Department of Health & Social Services, Wisconsin Resource Center ((85-164) purchased library materials that included readalong books with cassettes, A-V, and books.	LSCA = $4,343
	Northwest Wisconsin Library System (85-166) ordered materials after the staffs at the correctional institutions selected items such as video cassettes, audiocassettes and equipment for an estimated 120 inmates in Camps Gordon and Flambeau.	LSCA = $5,893
	Wisconsin School for the Visually Handicapped (85-168) produced 50 copies for large type children's books to serve an estimated 800 visually handicapped children.	LSCA = $10,614
	Wisconsin Division for Library Services (MOE) shows State funds expended for library services to the institutionalized, which included consultant services.	St/lo = $381,328
WY	Wyoming State Library (4) provided consultant services, which included visits, and technical assistance via telephone. Grants for library materials (books, periodicals, shelving, A-V, music, art prints, a cassette player and movie and video rentals) went to the Women's Center, Wyoming Boy's School, Wyoming State Hospital, Wyoming State	LSCA = $52,266 St/lo = 37,300 Total = 89,566

STATE	LIBRARY (PROJECT NUMBER) DESCRIPTION	FUNDING
	Penitentiary, Wyoming Pioneer Home, Veterans' Home of Wyoming, and Wyoming Retirement Center.	
GU	Nieves M. Flores Memorial Library (4) served 8,458 residents of 3 institutions through bookmobile service or visitation to the Barrigada Branch Library or the library in Agana. Due to space problems, inmates use the area identified for library purposes at the penitentiary.	St/lo = $23,307
PR	Puerto Rico Department of Education (05) served 5,478 inmates in 10 institutions through orientation of new librarians, purchase of library materials, and bookmobile service.	LSCA = $ 50,968 St/lo = 71,782 Total = 122,750
VI	Virgin Island Division of Libraries, Museums, and Archaeology (?) served 350 residents in the following institutions: 1) St. Thomas Prison (Collection Development), 2) Golden Grove Adult Correctional Facility (Collection development including bilingual materials due to the high hispanic population), 3) St. Thomas, St. Croix, and St. John Hospitals, (Outreach Services from State Library), and 4) St. Croix Junenile Detention Centers (Outreach Services provides reading and educational materials daily).	St/lo = $57,481

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
LIBRARY PROGRAMS
PUBLIC LIBRARY SUPPORT STAFF

Library Services Through Major Urban Resource Libraries (MURLs) and Metropolitan Public Libraries Which Serve as National or Regional Resource Centers

Fiscal Year 1985

by

Clarence Fogelstrom

When the appropriation for Title I (Library Services) of the Library Services and Construction Act (LSCA) exceeds 60 million dollars (102(c)(1)), for any fiscal year, the major urban resource library (MURL) provisions becomes effective. In FY 1985, the appropration for Title I was 75 million dollars therefore, States were required to reserve a portion of the excess above 60 million dollars for cities with a population of 100,000 or more. Section 102(c)(2)(A)(B)(C) of the Act determined the amount each State shall reserve for MURLs:

- For a State in which the total population of cities with 100,000 population or more exceeds 50% of the State's total population, the State shall reserve 50% of the excess allocation for MURLs;
- For a State in which the total population of the cities with 100,000 population or more does not exceed 50% of the State's total population, the State shall reserve a percentage of the excess allocation equal to the ratio of the combined population of these cities to the State's total population;
- For a State without cities with 100,000 population, the provision for strengthening MURLs is not applicable. However, such State was allotted its proportionate share of the $15 million to use for program purposes consistent with Title I of the Act and its State Plan.

In FY 1985, as in FY 1984, Arizona was the only State that was required to reserve 50% of the excess because the total population of cities over 100,000, exceeded, the State's total population at 54.2%. In 41 States and the Commonwealth of Puerto Rico, the total population of the cities with 100,000 or more did not exceed 50% of the State's total population, and therefore, the amount each State reserved for MURLs was determined by the percentage of the combined cities' populations of 100,000 to the State's total population. Nine States and the District of Columbia did not have cities with populations of 100,000 and were not required to reserve any of its proportionate share of the $15 million for MURLs.

There were 180 cities (excluding the District of Columbia) with populations of 100,000 or more (U.S. Bureau of Census 1982 estimates). Springfield, Illinois dropped below a population of 100,000 and the following six cities attained 100,000 or more in population: Glendale, Arizona; Pomona, California; Tallahassee, Florida; Houma, Louisiana; Abilene and Odessa, Texas.

159 cities received funds to serve as MURLs and met the provisions of the first sentence after clause (3) of Section 102(a) of the Act, which says: "No grant may be made under clause (3) of this subsection unless the major urban resource library provides services to users throughout the regional area in which such library is located."

The following lists the total amount in "excess" above the $60 million appropriated for Title I in FYs 1984 through 1986, and the total amount reserved for MURLs from the "excess":

	FY 1984	FY 1985	FY 1986	TOTAL
"EXCESS":	$5,000,000	$15,000,000	$10,339,000	$30,339,000
Amount Reserved for MURLS:	2,149,725	4,304,669	4,237,719	10,692,113

Attachment A (enclosed) lists the amount reserved for MURLs by each State from FYs 1984 through 1986, and the total reserved by each State.

The FY 1985 Annual Reports indicate many of the same activities commenced in FY 1984 were continued such as providing interlibrary loan services, development of bibliographies and bibliographic searches, geneological materials, personnel, equipment, microforms, large print books, government documents, and other areas too numerous to mention. As in FY 1984, the major two activities were the purchase of library materials and interlibrary loan services with a greater number of personal computers being purchased than in FY 1984.

Under Title I, Section 102 (Uses of Federal Funds) of the Act, provision is made for States to provide LSCA funds to cities in their respective State to strengthen metropolitan public libraries which serve as national or regional resource centers. This provisions allows States under the State Plan (Long-Range Program and Annual Program), to plan which metropolitan public libraries have the capacity to serve as resource centers without the requirement that the city have a population of 100,000 or more. Also, the States develop the criteria in the State Plan that reflect how strengthening a metropolitan library will enhance library service either in a regional area or Statewide. The following table lists the amount expended from the FY 1984 funds and the amount programmed from FY 1985 and FY 1986 funds:

FY 1984	FY 1985	FY 1985
$2,462,140	$3,077,832	$2,655,261

Attachment B (enclosed) lists the amount actually expended in FY 1984 and the amount programmed from FY 1985 and FY 1986 funds on a State-to-State basis.

As in FY 1984, many of the activities are in most States similar to MURL activities, however, there is a greater emphasis on education and training for library personnel and library trustees on the application of technology for use in libraries; the acquisition, cataloging and processing of library materials for a number of public libraries including the purchase of video tapes that may be shared through a region or Statewide; and the purchase of video tape recorders, compact disk players and mini or personal computers.

Attachment A

MAJOR URBAN RESOUCE LIBRARIES
MURLS

	FY 84	FY 85	FY 86	TOTALS	
1. Alabama	$ 17,422	$ 51,981	$ 51,981	$ 121,384	
2. Alaska	3,884	12,312	12,392	28,588	
3. Arizona	30,000	92,500	92,500	215,000	
4. Arkansas	10,000	20,000	20,000	50,000	
5. California	191,790	582,285	589,140	1,363,215	
6. Colorado	57,371	195,682	156,546	409,599	
7. Connecticut	13,200	39,040	39,040	91,280	
8. Delaware	-0-	-0-	-0-	-0-	
9. District of Columbia	-0-	-0-	-0-	-0-	
10. Florida	42,119	135,378	144,002	321,499	
11. Georgia	57,210	57,210	57,210	171,630	
12. Hawaii	8,000	26,000	34,321	68,321	
13. Idaho	12,500	16,700	17,000	46,200	
14. Illinois	245,076	265,000	265,000	775,076	
15. Indiana	78,076	80,341	80,341	238,758	
16. Iowa	35,229	35,229	35,229	105,687	
17. Kansas	35,831	36,365	36,365	108,561	
18. Kentucky	30,077	32,000	32,000	94,077	
19. Louisiana	70,701	200,544	200,544	471,788	
20. Maine	-0-	-0-	-0-	-0-	
21. Maryland	18,300	49,247	49,247	116,794	
22. Massachusetts	18,900	55,692	55,692	130,284	
23. Michigan	48,000	132,500	132,500	313,000	
24. Minnesota	13,859	40,820	40,820	95,499	
25. Mississippi	4,355	12,932	12,932	30,219	
26. Missouri	24,703	71,707	72,000	168,410	
27. Montana	-0-	-0-	-0-	-0-	
28. Nebraska	33,846	38,923	39,000	111,769	
29. Nevada	18,157	18,157	18,157	54,471	
30. New Hampshire	-0-	-0-	-0-	-0-	
31. New Jersey	17,201	50,163	21,295	88,659	
32. New Mexico	15,000	21,776	21,776	58,552	
33. New York	206,822	518,262	503,879	1,228,963	
34. North Carolina	30,000	60,000	60,000	150,000	
35. North Dakota	-0-	-0-	-0-	-0-	
36. Ohio	220,749	220,752	231,639	673,140	
37. Oklahoma	16,787	51,184	51,184	119,155	
38. Oregon	10,260	30,027	30,027	70,314	
39. Pennsylvania	135,206	202,809	202,809	540,824	
40. Rhode Island	3,382	9,898	9,898	23,178	
41. South Carolina	20,000	20,000	-0-	40,000	
42. South Dakota	-0-	-0-	-0-	-0-	
43. Tennessee	94,558	94,558	94,558	283,674	
44. Texas	127,351	400,468	400,468	928,287	
45. Utah	15,000	20,000	20,000	55,000	
46. Vermont	-0-	-0-	-0-	-0-	
47. Virginia	31,320	94,016	94,016	219,352	
48. Washington	18,023	47,327	47,327	112,677	
49. West Virginia	-0-	-0-	-0-	-0-	
50. Wisconsin	16,469	95,240	95,240	206,949	
51. Wyoming	-0-	-0-	-0-	-0-	
52. American Samoa	-0-	-0-	-0-	-0-	
53. Guam	-0-	-0-	-0-	-0-	
54. Puerto Rico	52,992	69,644	69,644	192,280	
55. Trust Territory	-0-	-0-	-0-	-0-	
56. Virgin Islands	-0-	-0-	-0-	-0-	
57. No. Mariana Isls.	-0-	-0-	-0-	-0-	

Attachment B

REGIONAL RESOURCE CENTERS

	FY 84	FY 85	FY 86	TOTAL	
1. Alabama	$ 57,836	$ 27,196	$ -0-	$ 85,032	
2. Alaska	-0-	-0-	-0-	-0-	
3. Arizona	130,700	96,460	30,000	257,160	
4. Arkansas	-0-	-0-	-0-	-0-	
5. California	193,994	900,405	905,000	1,999,399	
6. Colorado	72,210	221,533	162,849	456,592	
7. Connecticut	34,375	43,217	10,697	88,289	
8. Delaware	-0-	-0-	-0-	-0-	
9. District of Columbia	-0-	-0-	-0-	-0-	
10. Florida	302,500	242,000	242,000	786,500	
11. Georgia	153,551	87,962	-0-	241,513	
12. Hawaii	-0-	-0-	-0-	-0-	
13. Idaho	-0-	-0-	-0-	-0-	
14. Illinois	-0-	-0-	-0-	-0-	
15. Indiana	659,999	500,005	400,005	1,560,009	
16. Iowa	-0-	-0-	-0-	-0-	
17. Kansas	-0-	-0-	-0-	-0-	
18. Kentucky	-0-	-0-	-0-	-0-	
19. Louisiana	26,645	73,405	75,487	175,537	
20. Maine	-0-	-0-	-0-	-0-	
21. Maryland	-0-	-0-	-0-	-0-	
22. Massachusetts	-0-	-0-	-0-	-0-	
23. Michigan	102,000	117,500	117,500	337,000	
24. Minnesota	-0-	-0-	-0-	-0-	
25. Mississippi	-0-	119,044	80,000	199,044	
26. Missouri	275,000	275,000	250,000	800,000	
27. Montana	-0-	-0-	-0-	-0-	
28. Nebraska	-0-	-0-	-0-	-0-	
29. Nevada	-0-	-0-	227,948	227,948	
30. New Hampshire	-0-	-0-	-0-	-0-	
31. New Jersey	133,330	134,573	58,775	326,678	
32. New Mexico	-0-	-0-	-0-	-0-	
33. New York	-0-	-0-	-0-	-0-	
34. North Carolina	-0-	104,532	150,000	254,532	
35. North Dakota	-0-	-0-	-0-	-0-	
36. Ohio	-0-	-0-	-0-	-0-	
37. Oklahoma	-0-	-0-	-0-	-0-	
38. Oregon	-0-	-0-	-0-	-0-	
39. Pennsylvania	-0-	125,000	30,000	155,000	
40. Rhode Island	-0-	-0-	-0-	-0-	
41. South Carolina	-0-	-0-	-0-	-0-	
42. South Dakota	-0-	-0-	-0-	-0-	
43. Tennessee	320,000	-0-	-0-	320,000	
44. Texas	-0-	-0-	-0-	-0-	
45. Utah	-0-	-0-	-0-	-0-	
46. Vermont	-0-	-0-	-0-	-0-	
47. Virginia	-0-	-0-	-0-	-0-	
48. Washington	-0-	-0-	-0-	-0-	
49. West Virginia	-0-	-0-	-0-	-0-	
50. Wisconsin	-0-	-0-	-0-	-0-	
51. Wyoming	-0-	-0-	-0-	-0-	
52. American Samoa	-0-	-0-	-0-	-0-	
53. Guam	-0-	-0-	-0-	-0-	
54. Puerto Rico	-0-	10,000	15,000	25,000	
55. Trust Territory	-0-	-0-	-0-	-0-	
56. Virgin Islands	-0-	-0-	-0-	-0-	
57. No. Mariana Isls.	-0-	-0-	-0-	-0-	

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL - 1984 - 19__

STATE: ALABAMA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 84,131	XII	3,890,171	$17,422.00		
FY 1985	251,117	7	3,941,000	51,981.38		
FY 1986	172,309	7	3,990,000	51,981.38		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
805,237	20.7	State	State Library and Birmingham-Jefferson County Public Library	
815,652	20.7			
819,226	20.5			

	FY 84	FY 85	FY 86
1) Birmingham	1) $6,157	1) $18,051	1) 18,051
2) Mobile	2) 4,336	2) 13,038	2) 13,038
3) Montgomery	3) 3,847	3) 11,625	3) 11,625
4) Huntsville	4) 3,082	4) 9,268	4) 9,268

FY'84: The above four libraries received funds to provide interlibrary loan services to libraries in regional areas assigned for these purposes.

FY'84: Statewide Resource Center: FY'83 carryover: $57,836; FY'84: $321,932. The State Library and the Birmingham Jefferson County Public Library provide reference and information materials Statewide. Materials provided include books, periodical articles, films and other interlibrary requests to local public libraries.

FY'85: The four libraries purchased materials to improve services.

FY'85: The Birmingham-Jefferson County Public Library ($27,196) provides Statewide interlibrary loan of all materials.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: ALASKA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 8,928	7	400,481	$ 3,884 (carryover)		
FY 1985	28,291	7	444,000	12,392 (carryover)		
FY 1986	20,924	7	500,000	12,392 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
		State		
174,431	43.5			
194,675	43.8			
226,663	45.3			

	FY84	FY85	FY86
1) Anchorage	$3,884	$12,392	$12,392

FY84 carryover: The Anchorage Municipal Library purchased an IBM PC, printer, monitor, and smart modem to upgrade the level of the interlibrary loan and Books-By-Mail services. In addition, the PC is used for on-line bibliographic searches which will speed up and improve ILL services.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: ARIZONA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 59,900	84-I-B-6	2,718,016	$30,000 (carryover)		
FY 1985	184,276	85-I-F2	2,892,000	92,500 (carryover)		
FY 1986	129,199	86-1-6	3,053,000	92,500 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
1,379,437	50.7	State	Phoenix, Tucson and Mesa	Statewide
1,567,314	54.2			
1,644,843	53.8			

	FY'84	FY'85	FY'86
1) Phoenix	1) $20,000	1) $62,500	1) 62,500
2) Tucson	2) 10,000	2) 30,000	2) 30,000
3) Mesa			
4) Tempe			
5) Glendale			

FY'84 Carryover: Tucson used the grant funds primarily in two areas: purchase of multiple copies of circulating books for Main Library and branches, and purchase of specialized reference items for Main Library's special Grants Collection. The circulating books cover general information on how to research grant sources, how to do program planning and proposal writing, how to do various types of fund raising, and management for nonprofit organizations. These books can be (and have been) lent on interlibrary loan throughout the state, although for a complete grants search the reference materials must also be used. The reference materials bought include important items not provided by the Foundation Center such as directories of corporate giving, and directories of resources for special subjects. The grant funds have enabled us to expand our basic collection to a comprehensive one of greatest use to grant seekers.

Phoenix purchased materials in business and science. Selectors were instructed to use grant money to buy titles in subjects in high demand from the Arizona Interlibrary Loan Center. AZ ILLC staff supplies a list of subjects and titles. These were supplemented by circulation reports on slow and fast moving items furnished by the computerized circulation system.

FY'84 Carryover Regional Centers ($130,700): Glendale used the funds ($20,000) to strengthen a Beginning Reader book collection. The evaluation revealed positive comments from a vast majority of young patrons and parents who found the colleciton greatly improved. Glendale also received ($34,500) to convert 35,000 records to machine-readible format. AMIGOS Bibliographic Council was contracted to provide this service. The records were then added to the OCLC database, resulting in the availability of these materials to other Arizona OCLC libraries through the interlibrary loan process.

Mesa completed a retroconversion project ($22,728) commenced in FY'84. The primary measure of the effectiveness of this project and its predecessor, is a comparison of the number of books borrowed from the Mesa Public Library by other libraries via the OCLC interlibrary loan subsystem before the projects began and again after their completion. In July 1983, immediately prior to the initiation of the first project, 63 books were borrowed from Mesa via the OCLC subsystem, 21 of these were borrowed by Arizona libraries. During September 1984, the month immediately after this project's completion, there was a 258% increase in loans, a total of 226. Of these, 100 were borrowed by Arizona libraries, a 376% increase from July 1983. Based upon these figures, both projects must be judged successful.

The Cataloging Services Section of the Phoenix Public Library ($38,342) updated 51,116 OCLC records to include the library's holdings symbol during this grant period. This represents an increase of 24,552 records, or 92%, over the 1983-84 grant year retrospective conversion project. The total number of OCLC records on which retrospective conversion has been completed totaled 97,178 over the three years of the grant-funded project.

The number of OCLC records searched during the 1984-85 grant period totaled 53,052 for a "hit" rate of 96.35%. The average cost per updated OCLC record was $.50. This total of $.50 per updated OCLC record included labor time involved in searching the Phoenix Public Library's automated ULISYS Circulation System to ensure that titles updated were actually held by the library.

The Dewey Decimal Classification numbers updated during this grant period were the remainder of the 300's, and a significant number of titles held by the library in the 400's. When ongoing cataloging of the library's new titles is included, the total number of OCLC records to which the library's holdings symbol has been attached totals approximately 190,000 titles.

The three-year retrospective conversion project has contributed materially to the growth of the Arizona Interlibrary Loan Center. The updating of OCLC records to include the library's holdings symbol provides other OCLC libraries with access to the library's holdings, and increases the number of requests which the Center receives.

Phoenix ($15,090) used grant money to buy titles in subjects in high demand from the Arizona Interlibrary Loan Center. AZ ILLC staff supplied a list of subjects and titles. These were supplemented by circultation reports on slow and fast moving items furnished by the computerized circulation system.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: ARKANSAS

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 49,213	4b	2,285,803	$10,000 (carryover)		
FY 1985	147,000	4b	2,307,000	20,000 (carryover)		
FY 1986	101,141	4b	2,349,000	20,000 (carryover)		

CITIES OVER 100,000 POPULATION PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
158,461 6.9 167,974 7.3 170,140 7.2	State	Yes	

	FY'84	FY'85	FY'86
1) Little Rock	$10,000	$20,000	$20,000

FY'85 Annual Report not received as of 3-6-87

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: CALIFORNIA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 519,638	Excess (MURLS)	23,673,412	$191,790 (carryover)		
FY 1985	1,573,674	I-7, MURLS	24,697,000	582,285 (carryover)		
FY 1986	1,095,628	I-7, MURLS	25,622,000	589,140 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
8,755,478	36.9	State	Bay area Reference Center (BARC) Southern California Answering Service (SCAN) FY'85: BARC: $421,066 FY'85: SCAN: $400,000	Statewide
9,140,964	37.0			
9,571,233	37.3			

	FY'84	FY'85	FY'86
1) Los Angeles	1) $65,070	1) $194,980	1) $194,980
2) San Diego	2) 19,270	2) 59,095	2) 59,095
3) San Francisco	3) 14,965	3) 44,620	3) 44,620
4) San Jose	4) 13,880	4) 42,525	4) 42,525
5) Long Beach	5) 8,010	5) 23,965	5) 23,965
6) Oakland	6) 7,530	6) 22,235	6) 22,235
7) Sacramento	7) 6,135	7) 18,620	7) 18,620
8) Anaheim	8) 4,900	8) 14,610	8) 14,610
9) Fresno	9) 4,875	9) 15,785	9) 8,900
10) Santa Ana	10) 4,555	10) 14,015	10) 14,015
11) Riverside	11) 3,840	11) 11,230	11) 11,230
12) Huntington Beach	12) 3,840	12) 11,375	12) 11,375
13) Stockton	13) 3,375	13) 10,440	13) 10,440
14) Glendale	14) 3,140	14) 9,170	14) 9,170
15) Fremont	15) 2,985	15) 8,900	15) 8,900
16) Torrance	16) 2,940	16) 8,400	16) 8,400
17) Garden Grove	17) 2,795	17) 8,150	17) 8,150
18) Pasadena	18) 2,695	18) 7,805	18) 7,805
19) San Bernardino	19) 2,670	19) 8,020	19) 8,020
20) Oxnard	20) ineligible	20) ineligible	20) ineligible
21) Sunnyvale	21) 2,430	21) 6,910	21) 6,910
22) Modesto	22) 2,430	22) 7,360	22) 7,360

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: CALIFORNIA (Cont'd)

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23) Bakersfield	23) 2,410	23) 7,455	23) 7,455
24) Berkeley	24) 2,360	24) 6,675	24) 6,675
25) Concord	25) 2,360	25) 6,715	25) 6,715
26) Fullerton	26) 2,330	26) 6,745	26) 6,745
27) Pomona		27) 6,485	27) 6,485
28) Ontario			28) 6,855

FY'84 Regional Centers: BARC provides access to the collection of San Francisco Public Library and to 190 special and academic library collections and to other special resources in Northern California. Approximately 3,500 questions are answered annually on referral from system reference centers.

SCAN is in the Los Angeles Public Library and makes use of its collections, but employs its own staff of specialized reference librarians and has access to computerized information data bases. Approximately 3,500 questions are answered annually on referral from system reference centers.

FY'84 Carryover MURLs: All obligated funds were expended and each MURL filed a collection development plan indicating how the funds were spent to broaden their services.

FY'84 Carryover Regional Centers: (BARC) ($421,066) The project answered 2,990 reference questions, falling short of its expected 3,500, but in other respects had another successful year. At this third level reference service is the most expensive and time consuming. Staff also prepard bibliographies, published the BARC Notes periodical, and conducted liaison and training with staff members of libraries served in Northern California. BARC is one of two regional regional reference centers, potentially serving 10 million residents of central and nothern California.

SCAN: ($400,000): The project exceeded its objective and answered 3,673 reference questions referred from public library systems. At this third level reference service is the most expensive and time consuming. Staff also prepared bibliographies, published the SCAN updating service, and conducted liaison and training with staff members of libraries served in Southern California. SCAN as one of two regional reference centers potentially served 14 million residents of the greater South California area.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: COLORADO

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 63,871	6	2,889,934	$ 57,371 (carryover)		
FY 1985	195,682	6	3,071,000	195,682 (carryover)		
FY 1986	136,565	4	3,178,000	156,546 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
		State	Yes	
1,080,649	37.4			
1,141,066	37.2			
1,068,213	33.6			

	FY'84	FY'85	FY'86
1) Denver	1) $11,810	1) $39,136.40	1) $39,137
2) Colorado Springs	2) 6,274	2) 39,136.40	2) 39,137
3) Aurora	3) 12,744	3) 39,136.40	3) 39,136
4) Lakewood	4) 13,769	4) 39,136.40	4) 39,136
5) Pueblo*	5) 12,774	5) 39,136.40	5) -0-

FY'84 Carryover: Denver ($11,810) purchased full patents on microfilms for the years 1929 through 1933.
Colorado Springs ($6,274) purchased materials in Spanish, Korean, Vietnamese, Arabic and Farsi.
Aurora ($12,744) purchased video cassette recorders, monitors, and video tapes.
Lakewood ($13,769) established a consumer health information collection of books, pamphlets and other materials that is used by the library patrons and professionals in the health care field.
Pueblo ($12,774) installed a theft detection system at its main library.

STATE: - COLORADO (continued

FY 84 Carryover Regional Centers:

Boulder ($69,850) successfully connected two dissimiliar computers at Aurora and Jefferson County Public Libraries. Interlibrary loan requests for Jefferson County from Aurora was 79%. Prior to the project it was only 12%.

Pueblo ($2,360) provided library user with access to on-line database searching by training three staff members in BRS searching, purchasing necessary equipment to perform searches, and disseminating 1,000 brochures to the public explaining how the system works.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: CONNECTICUT

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 67,305	6	3,107,906	$13,200		
FY 1985	199,186	7	3,126,000	39,040		
FY 1986	136,551	7	3,154,000	39,040		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
610,766	19.6	State	Yes	
611,981	19.6			
606,826	19.2			

	FY'84	FY'85	FY'86
1) Bridgeport (Region IV)	1) $2,640	1) $7,808	1) $7,808
2) Hartford (Regions II and III)	2) 2,640	2) 7,808	2) $7,808
3) New Haven (Regions V and VI)	3) 2,640	3) 7,808	3) $7,808
4) Waterbury (Region I)	4) 2,640	4) 7,808	4) $7,808
5) Stamford (Region IV)	5) 2,640	5) 7,808	5) $7,808

FY'84 (MURLS): Funds were expended on reference materials

FY'85 (MURLS): Reference materials were purchased for interlibrary loan requests.

FY'85 (Regional)($45,500): A network was developed among existing health information providers including health science libraries, health associations, public libraries, State health agencies, and State division's of national health associations to allow each of these segments to know what the others can offer their constituencies.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: FLORIDA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	217,775	18,A-E	9,838,322	$ 34,495 ($8,624 carryover)		
FY 1985	666,885	18,A-E	10,466,000	135,378		
FY 1986	467,293	7	10,976,000	144,002		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
1,946,102	19.7	State	Yes	State
2,124,076	20.3			
2,139,076	19.4			

	FY'84	FY'85	FY'86
1) Jacksonville (Regional Resource Center)	1) $8,624	1) $27,076	1) $28,800
2) Miami (Regional Resource Center)	2) 8,624	2) 27,076	2) 28,800
3) Tampa (Regional Resource Center)	3) 8,624	3) 27,076	3) 28,802
4) St. Petersburg			
5) Fort Lauderdale (Regional Resource Center)	5) 8,624	5) 27,075	5) 28,800
6) Hialeah			
7) Orlando (Regional Resource Center)	7) 8,623	7) 27,075	7) 28,800
8) Hollywood			
9) Tallahassee			

FY 84: Funding for Major Urban Resource Libraries was used to develop the book collections of five major urban libraries in Fort Lauderdale, Miami, Tampa, Jacksonville, and Orlando. These libraries make their collections available not only for local and regional use but also supply materials on demand to libraries and patrons throughout the State through the Florida library Information Network.

Fort Lauderdale ($8,624) Public Library's report was not received in time for the State Library Annual Report submission.

Jacksonville Public Library's ($8,624) objectives were to develop biographic resources as a major urban resource library, and to provide reference and inter-library loan services to other Florida libraries. Funds from this grant were used in conjunction with Regional Resource and FLIN funds to accomplish these objectives. Often, a major portion of this particular grant's monies was expended for project personnel as well as a portion for materials.

STATE: FLORIDA (Continued)

Orlando's ($8,623) report was not received in time for the State Library annual Report submission.

Miami ($8,624) stated that the goal of this project was to provide materials in the Business and Science Technology subject areas to the patrons and ILL users of the Miami-Dade Public Library System. These subject areas required particular revision and update due to the constant changes in technology and discovery of new fields of study.

There is a significant difference between the amount requested for this project and the amount actually received. Though this does not change the objective of the project, it does certainly alter its effectiveness. Almost 90,000 reference and informational requests were handled by the Main Library Business and Science Department in FY 84 and substantial increases are projected when the New Mail Library facility opens in 1985. Continued small funding levels will further drain a book budget which has experienced diminishing purchase power over the last few years. It is crucial that materials in these subject areas be provided in order to meet the demands of the community which expects to find these materials in major urban libraries. As a major urban resource library, funds must be provided to purchase materials that are current and reflect the new technologies.

Tampa's ($8,624) project was delayed due to the contracting process. Funds for this project were obligated in early FY 85 and a report of expenditures and activities will be submitted with the FY 85 Annual Report.

Metropolitan libraries serving as national or regional resource centers received $302,500 in FY 84.

The project has provided the five resource center public libraries in Fort Lauderdale, Jacksonville, Miami, Orlando, and Tampa with funds to add to their materials collections and assist them in providing resource center services. These back-up libraries make their collections available to all persons in Florida through the Florida Library Information Network. (See Project 1, Title III.) FY 84 was the first year under which the Broward County Division of Libraries, in Fort Lauderdale, received funding for this project. Their addition reflects the development of the library's collection to the point where it has met the criteria stated in the Florida Long-Range Program for Library Service.

Priority areas for Regional Resource Centers have been collection building and staffing to speed book processing and facilitate interlibrary loan searches. The provision of the OCLC/ILL subsystem has made possible faster and more efficient service. Access to the subsystem makes possible greater accuracy in locating libraries holding materials needed, and increases the speed with which they can be requested.

FY'85 (MURLS): Fort Lauderdale's ($27,075) report will appear in the FY'86 Annual Report. Jacksonville Public Library's ($27,075) funds were used to develop bibliographic resources and to provide reference and interlibrary loan services to other Florida libraries. Miami ($27,076) provided reference and interlibrary loan services to other Florida libraries throughout the State through the acquisition of print and microform materials which complement the existing collection and acquisition policies of the System.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - ______

STATE: FLORIDA (continued)

Orlando ($27,075) used the funds by upgrading and expanding special subject and reference collections and by making these collections, as well as other resource collections available in the other major urban resource libraries, available through a well developed interlibrary loan program.

Tampa ($8,624) and ($27,076) used funds in collective development with special emphasis on the areas of geneology, local history, business, and business and technology -- and a very active, well organized interlibrary loan department.

Metropolitan libraries serving at National or regional resource centers received $242,000 in FY'85.

Jacksonville ($60,500) used funds to strengthen the library's collection and to make these resources more available to people throughout the state. To achieve these goals, project personnel assist library staff by providing clerical assistance in book order processing and cataloging, by searching and processing interlibrary loan requests, and by typing and proofing the Florida Times Union Index.

Miami used funds ($60,500) to provide materials in the Business and Science Technology subject areas to the patrons and ILL users of the Miami-Dade Public Library System. These subject areas require particular revision and update due to the constant changes in technology and discovery of new fields of study.

There is a significant difference between the amount requested for this project and the amount actually received. Though this does not change the objective of the project, it does certainly alter its effectiveness. Almost 100,000 reference and informational requests were handled by the Main Library Business and Science Department in FY'85 and substantial increases have been experienced at the New Main Library facility opened in July 1985. Continued small funding levels will further drain a book budget which has experienced diminishing purchase power over the last few years. It is crucial that materials in these subject areas be provided in order to meet the demands of the community which expects to find these materials in major urban libraries. As a major urban resource library, funds must be provided to purchase materials that are current and reflect the new technologies.

Orlando ($60,500) used the funds to select specialized reference and information sources that other libraries cannot afford or would not often use, as well as to measure the effectiveness of library service delivery (in an attempt to continuosly improve it).

Tampa ($60,500) used the funds on the purchase of books in an attempt to enhance the collection the library makes available and therefore, provide current, effective information to library users throughout Florida. All additional costs of this project, such as the input of new titles into SOLINET/OCLC, have been borne by the county government and state aid.

Fort Lauderdale ($60,500 carryover). Due to delays in the contract process, this library did not begin implementation until late in the fiscal year 1985. The narrative report for the project will be submitted with the FY'85 carryover report upon its completion as of September 30, 1986.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: GEORGIA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$119,437	MURLS	5,464,655	$57,210		
FY 1985	359,886	6	5,648,000	57,210		
FY 1986	249,350	6	5,837,000	57,210		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
852,749	15.6	State	Yes	
866,930	15.3			
866,154	14.8			

	FY'84	FY'85	FY'86
1) Atlanta	1) $28,495	1) 28,495	1) 28,495
2) Columbus	2) 11,373	2) 11,372	2) 11,372
3) Savannah	3) 9,492	3) 9,492	3) 9,492
4) Macon	4) 7,851	4) 7,851	4) 7,851

FY 84 MURLs: Atlanta: Funds were used to strengthen telephone reference and data base bibliographic searches for persons in designated service area.

Columbia: Funds were used to improve reference collection for use through the regional resource center.

Savannah: Funds were used to strengthen circulating non-fiction collection for use through the regional resource center.

Macon: Funds were used to provide local history and genealogical reference and research services to designated service area.

FY 85 MURLs: Atlanta: Funds used for RIC-Info Line Services.

Columbia: Funds were used to improve reference collection which serves a five county area.

Savannah: Funds were used to strengthen the adult non-fiction collection which serves 44 counties of their service area.

Macon: Funds were used to publish and provide all the area libraries with copies of the index to the Macon Telegraph and News.

FY 85 Strenghtening Metropolitan Public Libraries - $87,962:

Atlanta: Funds were used to plan a long-range plan of development for area, communication via cable casting and service extention.

Macon: Funds were used to improve the speed and accuracy of reference services in a seven county area through on-line reference data bases.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: HAWAII

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$21,011	84-12	965,000	$ 8,000 (carryover)		
FY 1985	63,528	85-12	997,000	26,000 (carryover)		
FY 1986	44,285	6	1,039,000	34,321 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
365,048	37.8	Honolulu		
377,153	37.8			
805,266	77.4			

	FY'84	FY'85	FY'86
1) Honolulu	$8,000	$26,000	$34,321

FY'84 carryover: Kaimuki regional library purchased books, pamphlets and maps. Materials were purchased to fill gaps in the reference colleciton using the system's basic reference lists as a measure.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: IDAHO

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$20,560	I-6	943,935	$12,500 (carryover)		
FY 1985	62,253	I-7	977,000	16,700 (carryover)		
FY 1986	42,936	9	1,001,000	17,000 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
102,451	10.8	State		
104,586	10.7			
107,188	10.7			

	FY'84	FY'85	FY'86
1) Boise	$12,500	$16,700	$17,000

FY'84 carryover: MURL funds were spent by Boise Public Library to pay Western Library Network (WLN) costs.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: ILLINOIS

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$245,611	7	11,420,191	$245,076 (carryover)		
FY 1985	730,605	6	11,466,000	265,000 (carryover)		
FY 1986	499,136	7	11,511,000	265,000		

CITIES OVER 100,000	POPULATION PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
3,368,998	29.5			
3,257,750	28.4			
3,347,686	29.0			

	FY'84	FY'85	FY'86
1) Chicago	1) $219,080	1) $243,800	1) $243,800
2) Rockford	2) 9,650	2) 11,400	2) 11,400
3) Peoria	3) 9,051	3) 9,800	3) 9,800
4) Springfield	4) 7,295		

FY'84 Carryover (MURLS): Chicago Public Library strengthened its collection of Illinois literature, materials for Asian population and its video-cassette collection. Springfield Public Library reviewed the strenghts and weaknesses of its general colleciton and identified and purchased materials for replacement and expansion purposes. Rockford concentrated its MURLS funds in the area of foreign language materials and purchase of a TTY as a communicated tool for deaf patrons. Peoria Public Library purchased materials to strengthen its genealogy collection.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: INDIANA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$117,719	84-10B	5,490,299	$78,076		
FY 1985	349,309	85-16B	5,482,000	80,341		
FY 1986	238,040	86-10	5,498,000	80,341		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
		State	All members of its respective Area Library Services Authority (ALSA)	
1,265,179	23.0			
1,260,790	23.0			
1,256,242	22.8			

	FY'84	FY'85	FY'86
1) Indianapolis	1) $43,246	1) $44,508	1) $44,508
2) Fort Wayne	2) 10,626	2) 10,925	2) 10,925
3) Gary	3) 9,377	3) 9,651	3) 9,651
4) Evansville	4) 8,050	4) 8,288	4) 8,288
5) South Bend	5) 6,777	5) 6,969	5) 6,969

The goal of this project is to strengthen Indiana's metropolitan public libraries which serve as regional resource centers. This project provided compensation in the form of grants to urban libraries that because of their resource strengths provide library services to a constituency of a region greater than their tax supported district. The project is part of the Indiana Public Library Resource Sharing program. The five libraries listed above exceed 100,000 population and were designated as metropolitan resource libraries. The libraries had to meet the following criteria in order to receive their grant:

1. The library must be a public library.
2. The library must serve a city of 100,000 population or more.
3. The library must have a collection of 100,000 cataloged volumes.
4. The library must be a member of its Area Library Services Authority (ALSA) and make its collection available for interlibrary loan use.

5. The library must permit in house reference use of the collection by the general public.
6. The library must make application for distribution giving appropriate assurance and agreeing to required reports.

All five eligible libraries met the criteria and received grants. The grants were distributed as required in LSCA regulations to maintain levels of support for the libraries previously receiving grants, based on 1980 census population figures. The recipient libraries reported that the grants were used in the following budget categories: personnel 80%, books 6%, and equipment 14%.

FY84 Area Library Services Authorities

The overall goal of this project is to improve general library service and access to services for groups of persons with inadequate services through support of Area Library Service Authorities (ALSA). The ALSAs aim is to help member libraries provide better services to their patrons through consultations, resource sharing, and cooperative services.

The ALSAs have been charged by the State Library with providing interlibrary loan, reference referral, and consultation/ staff development. ALSA members now include 97% of public libraries and all Interlibrary Loan/Reference Referral Centers and services are located in and provided by public library reference centers.

ALSA membership has continued to increase, going from 621 in FY1982, 648 in FY1983, to 667 in FY1984. 97% of the public libraries in the State are now members. Many of the member libraries are smaller public libraries (79% of the public library members serve populations of 25,000 or less) and depend on ALSA services to back up the services they offer to their patrons.

Interlibrary loan and reference referral services are well established in all areas. According to statistics reported the total number of requests handled decreased slightly from 102,375 in FY83 to 97,595. Overall, after referral to other resource centers the ALSA ILL/RR Centers filled 81% of all requests received, a 5% increase over FY1983.

The total number of workshops offered increased from 60 to 77, with total attendance increasing from 2,383 to 3,202 persons. Staff visits to libraries decreased slightly from 382 in 1983 to 326 in FY1984. The number of consultations was reported at 778. The number of items delivered by Courier, U.S. Postal Service, and UPS was 153,504.

A-V Services reported 9,772 circulations with total attendance of 430,485.

The ALSAs continued working with the Continuing Library Information Media Education (CLIME) plan objectives through continuing education offerings in their areas and working with the State Library to facilitate statewide coordination and communication of continuing education opportunities.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: INDIANA

The ALSAs are continuing to provide much needed services to their members. Member response to the ALSAs has continued to be good, as evidenced by increased membership and increased utilization of services. Evaluations conducted by individual areas have shown that ALSA members consider their membership to be important in providing better service to their patrons.

FY85 MURLs: All five eligible libraries met the criteria and received grants. The grants were distributed as required in LSCA regulations to maintain levels of support for the libraries previously receiving grants, based on 1980 census population figures.

FY85 Area Library Services Authority

One objective states a priority for improved efficiency of location searches through increased use of OCLC for location verification. This objective has been minimally met. For FY85 the fill rate was 82% of ILL/RR requests which is up slightly from FY84 fill rate of 81%. This figure, however, is in line with the slight increase in total number of requests handled by the Reference Referral Centers. It must be remembered, that more and more libraries have access to OCLC interlibrary loan services, and thus do their own interlibrary loans directly to the holding library. It would be expected, in light of this information, that ILL/RR requests will decline as more and more libraries do their interlibrary loan directly.

A further objective states a priority for coordination of staff development/continuing education planning through application for and recognition of each ALSA by the Indiana Council of Approval for Providers of Continuing Education. Since only one ALSA has applied for recognition by ICAP so far, this objective has not been met. In spite of this fact, the ALSAs nevertheless offer planning for staff development and continuing education.

A final objective of the program is to improve audio visual services available to members. In FY84 total audio visual circulation was 9,772 and attendance was 430,485. In FY85 total audio visual circulation was 12,245 and attendance was 383,412. Therefore, in FY85, circulation was up but attendance was down slightly from FY84. Audio visual services were improved (more materials were circulated) and the objective was met even though not as many people choose to take advantage of the service. FY86 probably will see some changes as some ALSAs become more involved in video cassette lending services.

The ALSA total expenditures for audio visual services ranged from a low of 2% to a high of 10%. The percentage did not appear to be dependent on a delivery system since the three ALSAs with dedicated delivery services (ALSA 2, Stone Hills ALSA, and CIALSA) have 2%, 2%, and 8% respectively. Again, this situation may change in FY86 as more video cassette lending programs are initiated.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: IOWA

FISCAL YEAR•	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 62,540	84 VI	2,913,437	$ 9,569 (25,660 carryover)		
FY 1985	185,168	No number	2,906,000	35,229		
FY 1986	126,328	VII	2,910,000	35,229		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
404,510	13.8	State		
404,391	13.9			
401,630	13.8			

	FY'84	FY'85	FY'86
1) Des Moines	1) $ 7,614.50	1) $ 7,615	1) $ 7,615
2) Cedar Rapids	2) 20,000.00	2) 20,000	2) 20,000
3) Davenport	3) 7,614.50	3) 7,614	3) 7,614

FY'84 MURLS: The purpose of this project is to strengthen the three libraries designated as urban library resources in the State of Iowa for the purpose of using their collections, staffs, and resources to provide improved services to their constituencies and to serve as resource centers for the entire State of Iowa. The specific aim of this project is to develop these collections with enrichment materials.

The Cedar Rapids Public Library purchased current materials in adult basic education, career development, and vocational/technical support at a time when high unemployment and underdevelopment, especially among women, minorities, and the disadvantaged, had intensified local and statewide demand. The objectives of the project were to obtain and publicize information resources needed by employees and employers to increase employment opportunities. High demand items and broader, in-depth resources were acquired and publicized through the media and community groups.

The Davenport Public Library purchased materials to fill critical areas which they referred to as "life coping skils". The areas specifically concentrated on were jobs, health, community, and aging.

The Public Library of Des Moines received $7,614.50 to expand and enhance the business collection. Materials were purchased for reference and circulating book collections and the books-on-tape collection of this regional resource library. The classification of business materials was selected because of the current and long-term informational needs of the Iowa business community and the general public which was not being met with existing collection resources. Emphasis was placed on the identified special topics of computers, foreign trade, international affairs, tax laws, new methods of conducting business, marketing, and product identification.

FY'85 MURLS: The Des Moines Public Library has ordered and received all equipment necessary for the transfer of information into an on-line service. Accessibility to newspaper articles will be enhanced by the ability to add additional subject descriptions and the time span between delivery of the newspaper and its indexing is expected to be significantly reduced.

The Cedar Rapids library has ordered extensive materials on computers, both home and business. These have ranged from simple how-to materials manuals to works on technical detail and theory. Other items ordered included repair manuals for types of equipment for which the library was not well stocked. These include repair manuals for farm equipment, small machinery, motorcycles, and less commonly known vechicles. Also, duplicate copies of more popular titles increased ability to meet interlibrary loan requests from other public libraries. Also ordered were many volumes on other related topics.

The Davenport Library has been heavily involved in serving the unemployed in the Davenport area through this grant. The Business Center has a volunteer job interviewer and resume advisor who has worked with approximately 150 individuals. An estimated 50-75 resumes have been prepared by the staff for the unemployed.

Two hundred fifty postcards were sent to Quad-City businesses to request annual reports and brochures for use by the general public. Response has been well over 50 percent. The librarian in charge of the Center has spoken to numerous groups and has been appointed to a sub-committee of the Davenport Chamber of Commerce to develop a brochure on how to start new businesses in Iowa.

Increased purchase of out-of-town newspapers has helped unemployed residents to finding new positions.

The library is working with Project Assist, a local group for the unemployed. It has provided referral for adult literacy programs. It is also working with the Scott County Committee College Small Business Center to promote the literacy collection. The librarian is working with the counselor on women's programming there to produce a brochure about the library's center as well as providing referral service.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: KANSAS

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 51,187	I-84	2,363,358	$35,831		
FY 1985	153,436	I-85-IX	2,408,000	36,365		
FY 1986	105,535	9	2,438,000	36,365		

CITIES OVER 100,000	POPULATION PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
555,625	23.5	State		
571,203	23.7			
562,909	23.0			

	FY'84	FY'85	FY'86
1) Wichita	1) $17,915	1) $18,182	1) $18,182
2) Kansas City	2) 10,340	2) 10,509	2) 10,509
3) Topeka	3) 7,576	3) 7,674	3) 7,674

FY'84 (MURLS): Wichita purchased materials to enhance and strengthen collections in areas of particular need through the acquisition of appropriate informational materials. An approximate list of materials to be acquired included child care and development, children's Oriental, Spanish and European languages, small business start-up and management, sales and salesmanship, adult education in mathematics, resume, career and job search information, aeronautics and aviation, automobile history and general maintenance, adult foreign languages, computers and software, poetry, political science, Indians of North America, disarmament and nuclear war, Holocaust and World War II, sports, "how to" on solar energy, and personal and home improvement, light opera and music, architecture, and adult fiction.

Kansas City strengthened the library's periodical holdings by both filling in gaps in retrospective holdings, purchasing holdings of certain titles not owned but for which the library receives requests, purchasing microform holdings of Wyandotte County newspapers, and by purchasing several Afro-American periodicals. All of the materials purchased are available on interlibrary loan.

Topeka Public Library added approximately 600 large print books to the library's collection. Although large print books have been circulated from the library and made available to congregate living sites, meal sites and the homebound, increase in the amount of service has greatly strapped the collection. The purchase of a special mobile van for transporting large print books enables the library to provide much greater circulation of these materials. The purchase of 600 large print books with the grant funds will meet approximately 50% of the need identified for this particular collection. All materials purchased are available on interlibrary loan.

STATE: KANSAS (Cont'd)

FY 85 MURLS: The Wichita Public Library established a need to add materials to strengthen its role as a major urban resource library. Projects underway on or before the beginning of FY 1985 in various special collections required both book acquisition for expansion to meet patron and interlibrary loan requirements and additions of newer media to add depth to the established service. Additions of video cassettes, color slides and microcomputer software were approved by the State Agency. Collections which benefitted were Special Resources on Parenting, Special Resources on the Visual Arts, the Alice Bauman Dance Symposia Collection, the "PC's for the People" Project, the Auto Manual Collection and the Foundation Collection.

Topeka: The purpose of the project was to supply a collection of literacy materials, both new and replacements, that would help the user overcome illiteracy and to introduce compact disc collections to Kansas. Statistics were kept on the use of both the adult literacy collection and the compact disc collection materials purchased with grant funds. The supplemental aspects to the Library Literacy Project (Project No. I-85-VI) and the introduction of new technology into an important public library to define its usefulness in other Kansas libraries contributed to Topeka Public Library's status as a major urban resource library.

As a major resource library for the state, Kansas City, Kansas, Public Library lends monographic and serial holdings to all residents of Kansas through interlibrary loan. The ability to service ILL serial requests was curtailed by missing or damaged issues of hard copy serials. Microfilm copies of missing or mutilated copies -- as well as some monographic items -- were replaced to enable this major urban resource library to fill a greater percentage of ILL serial requests statewide.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: KENTUCKY

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 78,658	15-MURL	3,661,433	$30,077 (carryover)		
FY 1985	235,251	9a	3,692,000	32,000 (carryover)		
FY 1986	161,521	6a	3,723,000	32,000 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
502,616	13.7	State		
501,199	13.6			
499,993	13.4			

	FY84	FY85	FY86
1) Louisville	1) $30,077	1) 32,000	1) 32,000
2) Lexington-Fayette			

FY'84 Carryover: This new project served the County of Jefferson. Early in the project period, a subgrant award was made to the Louisville Free Public Library. In order to enhance its position as a MURL, the Louisville Free Public Library decided to place emphasis on purchase of business materials and multiple titles in selected high demand categories. Current and retrospective review materials were used in the selection process by collection specialists. The Manager for Reference Services provided a description of the business collection to the State Library for dissemination to local libraries.

Both project and subgrant project objectives were attained during the fiscal year. Five hundred (500) titles were purchased for the business collection, and one thousand six hundred and fifty nine (1,659) volumes were purchased in multiples for high demand categories, for a total of 2,159 volumes.

The activities of the project supported the Long-Range Program objective - to increase the size of the general collection of the MURL so that the standard of four books per capita will be met.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: LOUISIANA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 92,179	9	4,204,742	$ 70,701		
FY 1985	279,281	I-6	4,383,000	200,544		
FY 1986	193,146	9	4,462,000	200,544		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
982,754	23.3	State	Yes	
1,237,340	28.2			
1,249,666	28.0			

	FY'84	FY'85	FY'86
1) New Orleans	1) $40,109	1) $91,492	1) $91,492
2) Baton Rouge	2) 15,785	2) 58,596	2) 58,596
3) Shreveport	3) 14,807	3) 34,174	3) 34,174
4) Houma		4) 16,262	4) 16,262

FY'84 MURLS: New Orleans continues to serve the surrounding five parish areas. The MURLS grant has been used to strengthen library resources in three areas: Books and audiovisual materials were purchased to establish a Vietnamese collection in a regional branch. Each of the five parishes in that area have had an influx of Vietnamese population in the last 10 years. Learning cassettes were added to one branch. And, the reference collection was strengthened in two regional branches. All total, approximately 1,505 books were purchased and 667 pieces of audiovisual materials were purchased to meet the demands of its own patrons as well as those who have access to the collections from the surrounding five parishes.

The East Baton Rouge Parish Library is the largest library in the thirteen parish Capital Region. This collection is open to all residents of the Region and tremendous use of the collection is made in the areas of reference, popular and juvenile collections. Of special interest is the genealogical collection at the Centroplex Branch Library. It is considered to be one of the strongest genealogical collections in the southern region. MURLS funds have helped the collection tremendously. One significant addition has been the 40 volume genealogical serial reprint entitled Confederate Veteran with indexes. This 40 volume set and approximately 736 other titles have been added to the collection.

Use of this collection is made available to the entire greater Baton Rouge area as well as to individuals doing family research from anywhere within the region.

STATE: LOUISIANA (Cont'd)

Shreve continues to coordinate the delivery system for the modified Green Gold Library System that operates in the eight parishes in the area and significantly speeds up ILL.

The funds were used to maintain and add approximately 470 books to the areas of Reference, Government Documents, Petroleum, Louisiana and Genealogy collections. Demand for materials continues to increase steadily and these grant funds have made it possible to better meet the need of library patrons from the northwest corner of the State.

FY'85 MURLs: East Baton Rouge Parish Library in an effort to strengthen library resources for residents and libraries of the region has used the grant money to purchase 8 microfilm readers, 10 microfilm cabinets and 2 microfilm reader/printers and 908 reels of microfilm. These purchases were made to improve the research and reference potential of the East Baton Rouge Parish Library citizens as well as any person or library in the Capital Area Region.

New Orleans Public Library used its grant money to add 1,247 books to its collection in the area of Business, Science, Humanities and Social Sciences. These expanded areas of collection will make it possible for this library to better meet the need for current material when asked by local and regional residents and libraries. Forty-five miscellaneous pieces of equipment and furniture were purchased in order to better serve the increased local and regional demand for improved and expanded service.

The Major Urban Resource Library grant was used by the Shreve Memorial Library (Caddo Parish) to add 2,360 items (books and visuals) to the special collections (Genealogy, Louisiana Government Documents, Petroleum and Reference). This adds to the "value of the collection" in order to better able meet the demands of users and libraries from the surrounding area (Northwest Louisiana, South Arkansas and East Texas). These materials are made readily available for on-site and through interlibrary loan.

Citizens in Terrebonne Parish and the surrounding region called Bayouland have access to an expanded (508 books) and strengthened collection due to the MURLS grant. A two year subscription to Newsbank increases the public's chance to locate current events coverage by providing newspaper indexing and articles from newspapers around the country. A copy machine for staff use aids greatly with the interlibrary loan process and makes it easier for the library to disperse photocopies of information when requested by local and/or regional users and libraries. This speeds up the response to inquiries made to the library.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: MARYLAND

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 91,407	I-E	4,216,756	18,300 (carryover)		
FY 1985	272,081	I-7	4,270,000	49,247 (carryover)		
FY 1986	187,013	I-7	4,349,000	49,247 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
786,775	19.6	State	Yes	State
774,113	18.1			
763,570	17.5			

	FY84	FY85	FY86
1) Baltimore	$18,300	$49,247	$49,247

FY 84 Carryover: In 1984-85 the film department of the Enoch Pratt Free Library film circulation was 37,235. In addition to employing two part-time technicians, to clean the films that circulated, sixteen new 16mm films were added to the State Resource Center collection.

More than 1,303,225 Maryland citizens were afforded the opportunity to see quality films, which were properly maintained, as a result of this project.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL - 1984 - 19__

STATE: MASSACHUSETTS

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$123,921	4.5	5,737,717	$18,900		
FY 1985	366,386	7.1-7.3	5,750,000	55,692		
FY 1986	250,699	7.1-7.3	5,798,000	55,692		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
877,112	15.2	State	By State law supported by State funds.	Boston Public Library serves as the library of last recourse for reference and research services for the Commonwealth.
873,482	15.2			
881,016	15.1			

	FY84	FY85	FY86
1) Boston (The Eastern Regional System)	1) $6,300	1) $18,564	1) $18,564
2) Worcester (The Central Regional System)	2) 6,300	2) 18,564	2) 18,564
3) Springfield	3) 6,300	3) 18,564	3) 18,564

FY'84: The Boston Public Library used its MURLs funds to purchase books needed to meet interlibrary loan requests. Materials in the following categories were purchased: Spanish language and culture, Russian language, Russian immigrant collection, Chinese language, Italian language, children's books, business, geography and political science. 422 books were purchased. The Worcester Public Library was able to acquire 295 volumes and 83 rolls of microfilm to strengthen its reference and research collections. Chosen were expensive materials needed by such groups as small businesses, students, historians; items the users could not afford to buy themselves.

Springfield Public Library purchased the following: For homeowners-- books like THE RESIDENTIAL ENERGY AUDIT MANUAL, SOLAR DOMESTIC HOT WATER GUIDE, AND HAZARDOUS WASTE REGULATIONS (especially timely since a major corporation has recently been considering locating a hazardous waste collection center in a nearby town). For small businessmen-- basic guides like THE HOTEL AND RESTAURANT BUSINESS, HANDBOOK OF ENGINEERING ECONOMICS, THE SMALL BUSINESS LEGAL PROBLEM SOLVER. New Science titles include books in the fields of astronomy, biology, geology, organic chemistry and physics. For standard "student-type" questions, we purchased a new edition of the expensive multi-volume GRZIMEKS ANIMAL LIFE ENCYCLOPEDIA. And as much as possible, demand for new technologies was also addressed--as in the purchase of several works in the burgeoning field of robotics. The allotment for reference materials was used for both new titles and to update standard sources: DICTIONARY OF MEDICAL SYNDROMES, STANDARD MATHEMATICAL TABLES (update), MACHINERY'S HANDBOOKS (update), ENCYCLOPEDIA OF CHEMISTRY, JANE'S AEROSPACE DICTIONARY, and PSYCHIATRIC DICTIONARY (update). Also purchased were business management aids and sourcebooks, such as Gale's SMALL BUSINESS SOURCEBOOK. The final portion of the reference allotment went for the update of several heavily-used industrial directories for the New England states.

FY 85: Library materials acquired under the MURL project serve a different purpose than those purchased under the the Regional Public Library Systems program which comprises most of the state funding necessary for our state maintenance of effort. First, the majority of the materials purchased under the regional program is intended to supplement the reference collections of the local libraries in each of the regional systems. The libraries contact the regional library for answers to questions that cannot be supported by their local collection. Therefore, reference acquisitions tend to lean towards "quick, heavily-used reference" materials. No material is purchased for its research value.

MURL-acquired materials on the other hand, has been purchased for more reference and research applications. It supplements the regionally-purchased materials in that MURL acquisitions are usually less heavily-used, and in formats and collection areas not purchased with regional funds. The MURL libraries envision and intend that the materials being acquired will increase user access to more specialized information over a longer span of time.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: MICHIGAN

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$197,773	6a-6h	9,258,584	48,000 (carryover)		
FY 1985	580,864	6a-6h	9,116,000	32,500 (carryover)		
FY 1986	393,688	1a-1h	9,075,000	132,500 (carryover)		

CITIES OVER 100,000	POPULATION PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
2,158,120	23.3	State	All MURLS serve as regional resource centers	
2,074,707	22.8			
2,014,630	22.1			

	FY84	FY85	FY86
1) Detroit	1) $14,306	1) $39,025	1) $39,025
2) Grand Rapids	2) 5,218	2) 14,606	2) 14,606
3) Warren	3) 5,034	3) 13,926	3) 13,926
4) Flint	4) 5,020	4) 13,872	4) 13,872
5) Lansing	5) 4,760	5) 13,217	5) 13,217
6) Sterling Heights	6) 4,532	6) 12,709	6) 12,709
7) Ann Arbor	7) 4,560	7) 12,617	7) 12,617
8) Livonia	8) 4,532	8) 12,528	8) 12,528

Detroit Public Library

FY'84 carryover. The over-riding objective of this MURL project was to develop a collection of consumer health materials suitable for the lay user. Evidence over several years has indicated a continuing and expanding interest/need in this area.

A committee of Detroit Public Library main and branch library staff, along with a librarian from the health science library of Harper Hospital, compiled a consumer health information book list of over 400 titles recommended for a core collection in the field. The titles were selected through consultation with the subject specialist of the main library reference departments and the person from Harper Hospital. A number of professional reference tools were consulted:

Reese, Alan. *Consumer Health Information Handbook*.
National Center for Health Education. *Education for Health: the Selective Guide*.
Health Information Library, PAS Publishing Co. *1984 Guide to Health Information*.
Publishers Weekly, *Library Journal*, and *Books in Print*.

Committee librarians also visited local book stores, examined sample copies of newly published titles, and consulted the holdings of Wayne State University and the libraries of the Detroit Medical complex.

The selected consumer health materials have greatly enhanced the health information collection of each agency involved. In addition to the vast improvement to 29 collections this grant has made, ILL activities have extended the benefits throughout the Detroit Associated Libraries Cooperative area and beyond since DPL serves as one of Michigan's five major research institutions in the State.

Grand Rapids Public Library

The Grand Rapids Public Library elected to use all of their MURL grant to enhance general interest periodical reference service. As the largest public library in the Lakeland Library Cooperative, the demands placed on their periodical collection are very heavy. The potential population served is nearly 900,000.

Project objectives included providing periodical articles on a timely basis as requested by Grand Rapids proper and the Lakeland Cooperative. The entire MURL grant was spent for the purchase of general interest periodicals. At the beginning of this year's project, the Library stated that statistics would be kept to determine the amount of use of the collection by other public library cooperatives members. In 1983/84, 841 requests for periodicals were filled by Grand Rapids. This was a 63% fill rate. The 1984/85 figures showed 970 requests filled in less than 12 months; a 65% fill rate.

In-house quarterly statistics show that use of the collection in 1984/85 included the filling of 14,921 requests for back issues of periodicals. The collection is heavily used by library patrons at the main library.

Warren Public Library

Warren is the third largest city in Michigan and represents almost one quarter of the population of the public library cooperative in which it is located. Library materials are available throughout Macomb County through ILL and reciprocal borrowing agreements. Heavy demand on the collection, led to the decision that this MURL grant should be used to improve the microform reference collection.

The reference staff at the Arthur J. Miller Branch thoroughly reviewed the Library's microform reference needs for 1984/85. After a careful comparison of present holdings and coming needs, materials were selected for purchase. A bibliography was distributed to the Library Cooperative of Macomb, lists the materials selected, processed and added to the collection. The titles were also added to the Macomb Union List of Serials.

In order to ensure that member public libraries were aware of these additions to the Livonia collection, the director prepared a memorandum to each member library and presented information relating to the MURL grant at a Macomb County Library Director's meeting. A press release was also prepared for the local newspaper regarding the grant award.

This MURL grant has successfully enlarged the microform reference collection of the Warren Library. Service to Warren's patrons, as well as to the Cooperative, has been improved and expanded.

Flint Public Library

The slowly improving unemployment figures in Michigan continue to play an important role in the Flint area and surrounding communities. While a healthier automobile industry improves these figures, many jobs in related fields are lost forever and entry-level positions within the industry which offer a job from high school graduation through the retirement years are scarce. To help the community "cope" in this area, the Flint Public Library started the Career Corner. The materials and services offered vary widely, but the funds available through this MURL grant were specifically earmarked for the acquisition of materials related to coping with unemployment. The goal here was to provide useful and supportive materials for those formerly employed in entry-level jobs and now laid off indefinitely and for those younger unskilled workers who have not been in the work force on a steady basis.

The project focused on acquisition of materials useful for these populations and attempted to publicize the availability of the collection and services at sites where job seekers might be located. Items selected included tests for English and mathematics review books. Another facet of the project hit upon job search strategies and skills. Books on interviewing skills, apprenticeship and training programs have been very popular. Two serials, National Job Market and Hunter, which provide up-to-date job listings were also added to the Career Corner.

A significant feature of the Career Corner is its design as a centralized collection. Previously, materials relating to career, unemployment and skill improvement have been split between several departments creating an unnecessary barrier to patrons. All previously owned materials and all items purchased through this grant were pooled in a highly visible, easily accessible location on the first floor of the Library. An attractive alcove in the General Reading Room was selected with special shelving added. A professionally-produced brochure, prepared for the Career Corner, was developed as part of a related LSCA project to inform Flint residents and Cooperative member libraries of this new service. (brochure is attached).

Flint Public Library reports "use of the collection, jobs bulletin board, and job search newspapers has been phenomenal." Public response has been very good; so much so that a staff member has been permanently assigned to maintain the collection and assist patrons. The Library plans continued operating budget support for the Career Corner.

Lansing Public Library

The original goal for this MURL grant to Lansing Public Library revolved around the growing awareness of illiteracy problems. The Library proposed to become involved in programming for both children and parents to address the problem of the reluctant reader. All programs and materials were to be, and in fact were available to those residing in the Capital city area.

Library staff worked jointly with reading specialists from the Lansing School Distruct to develop a five-session parenting workshop on improving children's reading skills. The workshop was designed to cover sources of childrens' reading materials, helps to improve reading/writing skills, storytelling skills, etc. The third session of the workshop featured the public library and was scheduled at two different locations (the Lansing Public Library main facility and the Jolly-Cedar branch) on different evenings to encourage participation. At this meeting parents and children attended; parents toured the facilities and became acquainted with the young readers' area while the children had a story hour and saw a short film.

A portion of the grant funds were used to add a total of 250 titles which fitted the project's aim of encouraging reluctant readers. These titles had been color coded to indicate reading levels. Parents at the workshop sessions were especially pleased with this system, and comments since have confirmed that this is a helpful system. Attendees at the workshop were also informed about the "Building Your Reading Muscles" program to encourage children to do more reading. Children in attendance at the library sessions were signed up for this program and a number of adults and children received their first library cards. In total, 25 children actively participated in the reading program during its four month length, checking out over 300 books.

The one week point in the parent workshop was inadequate promotion for the program. Library staffing conflicts hampered the amount of PR work that was done. While 15 adults participated, there was also interest expressed in another program in the fall of 1985. Librarians also valued the experience since it gave them the opportunity to work cooperatively with reading specialists from the school district. The popularity of the color coding system for easy-read books has prompted an extension of this system to books already on hand in the Library's collection.

While there was a demand for another similar workshop involving the Library, limited staff time forced amendments in the original grant proposal to expend remaining dollars in a different sort of activity. The balance of funds were used to add captioned video programs to the already owned video collection. These items (43 titles) were necessary to address the needs of the hearing impaired. Prior to this time, the Library was not serving this portion of its handicapped patrons at all.

Sterling Heights Public Library

The Sterling Heights Public Library is relatively new and very contemporary in design, but the Library book budget has been unable to keep up in all the necessary areas of collection development. This MURL grant was designated specifically to benefit older citizens in the Sterling Heights community, as well as those in the public library cooperative through the acquisition of large-print materials.

At the beginning of this project, a current Dunn and Bradstreet reported that Sterling Heights was one of the fastest growing cities in the country. Just one of many areas in which this growth has been reflected is in the fact that during 1985, three housing units opened for senior citizens. The collection of large-print materials which were purchased with this grant, in combination with the Library's previously owned titles, were designated for rotating collections for all three of the housing units and the main Library. Each collection is made up of 200 large-print books. A total of 300 titles were purchased with grant funds.

The collection at the Sterling Heights Library is as popular if not more so than those already mentioned. Monthly circulation figures gathered average 700. Librarians find that users include not only seniors and/or physically handicapped patrons, but also adult readers just learning to read who find the large type faces less intimidating.

Ann Arbor Public Library

The Ann Arbor Public Library has a clientele covering both a wide geographic area and a broad range of educational backgrounds, information needs and reading interests. The Library acts as a main resource for the Huron Valley Library System serving a university populace, as well as a rural patronship through ILL.

Both branches and the main library have large-print collections which have proven inadequate. While only 6% of Ann Arbor's population is over the age of 65, removal of the university student group doubles that figure, or a 1/10 ratio. The goal of this project was to strengthen Ann Arbor's large-print collection and the specific objectives involved selection, acquisition, and distribution of materials during the grant period.

While these large-print materials have met the needs of a specific segment of the population--those who are physically or visually handicapped--this reading problem has no age restriction. The newly enlarged collections are used, however, largely by older patrons.

The project has been judged a success in that all monies awarded for the purpose were expended during the grant period and all materials are now out to the field. The Ann Arbor large-print collection was expanded by 6% through the purchase of close to 300 new books. To enhance community and Cooperative-wide awareness of the expanded service, a descriptive flyer was prepared and distributed. An article in the local daily newspaper also covered the MURL grant made from LSCA funds and its use in the community.

Livonia Public Library

In order to keep abreast of the continuous improvements in new library technology, the Livonia Public Library needed to enhance its automated bibliographic system. This was to be beneficial to other public libraries in the Wayne Oakland Cooperative in that their access to the holdings of the Livonia collection would be greatly improved.

The original proposal covered the purchase, in part, of two GEAC 8371 terminals. Grant revision has changed that to one terminal and an electronic typewriter/printer. The Library now has access to the 3 million volumes in the Wayne Oakland system through an improved automated circulation system. Beyond that, the system facilitates resource sharing, improved communication and networking.

The purchased terminal has been used to input biographical and circulation information into the Wayne data base. This improves inventory control and enhances circulation monitoring. Since the installation of the terminal in the latter part of August, 1985, it has been used 191 hours.

The system has also increased the amount of fines collected because notices are automatically sent out after 30 days. Accordingly, fine revenues have increased substantially and the number of overdue books has been decreasing. The electroni typewriter/printer has been an asset to the Library system. With its memory capabilities, it has alleviated much of the clerical workload and repetitive work, both system-wide and cooperative-related.

Regional Resource Center Grants

FY'84 carryover. Detroit Public Library elected to split the monies ($30,4000) awarded in this title I grant to serve two needs, but while a portion of it was used to augment Detroit's MURL grant dealing with the building of a large consumer health collection for 29 locations, more emphasis here lay in the acquisition of historical periodicals.

The Library maintains a strong collection of early American periodicals which are heavily utilized by researchers in Michigan and other States. Many of these titles are maintained in the original hard copy and are in a state of deterioration. Using this grant money, the American Periodical Series III was purchased with the following objectives: 1) to provide microform copies of titles not owned by Detroit; 2) to provide microform copies of titles owned by Detroit in hard copy only, for preservation purposes.

The projected number of titles in the series which would represent titles not owned by Detroit Public Library was 13. In addition, the projected number of titles of which Detroit's holdings were incomplete was 42.

Clientele of the Ann Arbor Public Library is broad in both its geographic coverage and education backgrounds and informati needs. In order to successfully meet patron needs, the Library has developed a number of specialized collections. This Metropolitan Library grant ($9,691) was to be split three ways to reach many user groups. The results of a needs assessme conducted prior to application for this grant have been confirmed in evaluating the completed project.

The overall goal of the project was to acquire materials and related equipment to strengthen the large-print, Black studies, adult basic reading, foreign language, pre-school, and young adult collections.

Grant budgeting allowed for flexibility of purchases between these categories; dollar-wise, the most emphasis was finally placed on board books and readers for children (over $5,000). Related equipment included a compact card catalog for the children's department and a sound filmstrip projector. A total of 570 books were purchased, as well as the support supplies necessary to ready them for the Library. To ensure public awareness, an article appeared in the local newspaper covering the grant award and the special collections which would benefit.

The Grand Rapids Public Library elected to use their Metropolitan Library grant ($11,088) in order to enhance their periodical collection in the specific areas of the sciences, business and the arts. The Library's serials collection is in great demand from both community users and the Lakeland Library Cooperative through ILL.

The entire amount was spent for the purchase of periodicals; the grant allowed a better financial base for the collections and although it represented only just a bit over 6 cent per capita in the City of Grand Rapids, the grant had a major impact on the Library's collection. Over three hundred titles were purchased with funding.

One of the major purposes of this type of LSCA grant is to recognize large public libraries in metropolitan areas as important resource sources. This is born out by statistics gathered at the main library which gets 30% of its users and circulation from outside of the city limits of Grand Rapids proper.

The Flint Public Library ($10,668) in efforts to address the needs of the community it serves, has consolidated materials dealing with career change, unemployment, skill building, etc. to the main library in the Career Corner. The identification and selection of a person's life work is an important process and the assistance which a public library can provide can be critical in bringing the right resources to this decision. This Metropolitan Library grant allowed Flint to expand the breadth of their collection in this area, as well as increase the availability of information on careers in high demand. Emphasis in purchases was placed on information in all formats on careers, training and apprenticeship programs, college entrance exams, and the high tech careers.

Many individuals consulted the collection who were seeking alternatives to earlier career choices. Materials updating old skills to increase a person's marketability have been in demand by clerical workers. Useful titles in accounting, bookkeeping, shorthand, and typing have been added. High tech materials include robotics, microcomputers, and word processing. Titles having to do with career change in mid-life have been in great demand and materials on starting large and small businesses as an alternative to unemployment are required.

The job market as it relates to older people is of growing concern. Titles such as Back to Work: How to Re-enter the Working World have been useful to older users and displaced housewives. GED and Armed Forces test books continue to outdistance all others in demand, but the employment/career picture in Flint is becoming increasingly diversified, and an amply collection to meet informational needs of patrons is essential.

Grant monies were also used to cover some costs to develop, print and distribute a brochure about the Career Corner to high school counselors in the county, training sites and MESC offices.

The Lansing Public Library elected to use their Metropolitan Library grant ($10,115) to address the needs of several specialized clientele. In the planning stages, these groups included those with limited English-speaking ability, the elderly, and those with hearing impairments. With some revision, grant monies were used to reach Lansing's Asian population-those with only limited ability to speak/read English. Materials were also added to the Library's collection oriented toward the needs of seniors and those with limited visual acuity.

Just over one half of this grant award was used to purchase new large-print titles. These books are now part of rotating collections which are used at the main library, the Jolly-Cedar branch, in the bookmobile and at specially maintained collections at several senior citizen centers, and one of the city's hospitals. The addition of over 400 titles helps to keep large-print collections rotating regularly.

Prior to planning uses for this grant, the need for other sorts of materials for readers with vision impairments became evident. Going beyond large-print books and magazines, grant money was used to add a basic collection of Books on Tape. The seventy-six titles have been well received, circulating heavily. Users included the expected audience, but attracts the general public also.

Just over one hundred titles were purchased with an Asian audience in mind. Vendors for this material proved more of a challenge to locate, but all material was received and cataloged prior to completion of the grant period. These new additions appear to have brought in new Asian library users.

The Sterling Heights facility is very much up-to-date, but its collection is inadequate to meet user needs. Staff evaluation helped to determine that the most profitable expenditure of Metropolitan Library funds ($9,710) would be in the area of added reference materials.

Due to the rapid growth of the Sterling Heights population and the increase in library use, past purchasing/selection emphasis had been given to the development of the general library collection. The number of titles on the shelves have increased, but to the expense of obtaining more costly reference tools for both adults and youngsters.

The grant facilitated the acquisition of 10 sets of encyclopedias of varying titles for both adult and younger users, 12 sets of multi-volume reference tools and a large number of other significant reference titles. In addition, to help students, a Term Paper Topics collection was created and has proven to be a useful and popular resource. Materials were selected, both current and timeless, to assist students in preparing papers on "hot" issues. Materials are reserved for in-house use only to ensure availability.

While nearly all of the materials purchased with the Metropolitan grant do not circulate, their availability in the Library has undoubtedly brought in more patrons. We see a direct correlation between these new materials and the fact that circulation has risen 8% during the past year.

The original proposal for this project ($10,696) involved updating Warren's automated system-CLSI-which it shares with the Macomb Library Cooperative. Laser readers and side printers were to be added to the system. A rethinking of community needs, however, brought about a revision to address the needs of the Library's reference collection.

Present holdings were compared with then currently advertised reference materials and standard reference bibliographies. As opposed to the MURL grant approach, all materials selected for purchase were in print format. The titles added varied in subject coverage and included annuals, serials, encyclopedias and single titles.

Again, in order to inform other libraries in the cooperative of this new material, the director shared a listing of all titles added in a memorandum and encouraged that reference questions be submitted if the new sources could be of assistance

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: MINNESOTA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 88,273	84-6	4,077,478	$13,859		
FY 1985	263,352	85-5	4,135,000	40,820		
FY 1986	180,270	86-5	4,162,000	40,820		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
641,181	15.7	State		
639,604	15.5			
624,238	14.9			

	FY84	FY85	FY86
1) Minneapolis	1) $8,011	1) 23,560	1) 23,560
2) St. Paul	2) 5,848	2) 17,260	2) 17,260

FY'84: Minneapolis Public Library and Information Center contracted with a professional conservator to restore and bind or rebind rare, valuable books. Supplies for special housing of paper and film copy were acquired. A photography service replaced or transferred all glass plate negatives in the collection of local interest photographs.

Microfilm was acquired to replaced bound volumes of Ladies Home Journal at the Minneapolis Public Library and Information Center. At St. Paul Public Library, a new position of bibliography was created. Procedures were established for collection evaluation. More than 600 books were acquired, mostly non-fiction, were acquired to fill gaps in the collection.

FY 85 Annual Report not received as of 3/9/87.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: MISSISSIPPI

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 54,428	7	2,520,638	$ 4,355 (carryover)		
FY 1985	163,695	7	2,569,000	12,932 (carryover)		
FY 1986	112,277	7	2,598,000	12,932		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
202,895	8.0	State	Yes	
204,195	7.9			
208,810	8.0			

	FY84	FY85	FY86
1) Jackson	$4,355	$12,932	$12,932

FY 84 Carryover MURL: Jackson Metropolitan Library System has always expended funds from its Major Urban Resource Library Grant to strengthen its reference and resource material collection. This year the reference tool, MAGAZINE COLLECTION, was acquired. This should provide immediate access to periodical information.

FY 85 Strengthening Metropolitan Public Library: This grant was approved by the MLC Board as the first payment toward a project which would ultimately have provided $100,000 toward an automated circulation system. The balance of project funding would be provided locally. Previous LSCA grants assisted the library to convert its holdings to MARC format. The ultimate goal was to make the system's collection accessible both to its own patrons and to the entire state through interlibrary loan.

During Fy 1985, $856 of the $20,000 first payment was expended. The automation consultant began the initial work to determine needs for the system. However, progress toward compete specifications for the bid announcement was almost immediately postponed. The director of the system, Jack Mulkey, advised the State Library that it would not be prudent to complete the bid specifications while several of the system's counties debated leaving the system. Any change in the makeup of the system could materially change automation plans.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: MISSOURI

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$106,022	9	4,917,584	$24,703.13 (carryover)		
FY 1985	314,900	9	4,942,000	71,707 (carryover)		
FY 1986	215,898	9	5,008,000	72,000 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
1,146,166	23.3	State	All MURLS and St. Louis County Library	
1,128,646	22.8			
1,121,431	22.3			

	FY84	FY85	FY86
1) St. Louis	1) $9,764.27	1) $27,449	1) $27,449
2) Kansas City	2) 9,659.10	2) 28,421	2) 28,421
3) Springfield	3) 2,870.02	3) 8,755	3) 8,755
4) Independence	4) 2,409.74	4) 7,170	4) 7,170

FY '84 Carryover MURLS: St. Louis Public Library used the funds to improve basic library resources in the area of classical literature and in the area of pure science. The purchase of the 463 volume Loeb Classical Library filled voids in the collection and replaced worn, illegible editions. The purchase of titles recommended in the *American Reference Books Annual* filled in areas in which the present science collection was insufficient to meet needs of library clientele and replaced outdated material.

Kansas City Public Library expended funds to add popular materials of lasting value to their collection. Areas of the collection developed included how-to's, religion, medicine, plays, and the Sam's Photofacts series on VCR's. New titles were added as well as replacing and enhancing existing materials in the retrospective collection.

Springfield-Greene County used its share of the funds to purchase materials for its local history and genealogy collections. Both areas needed expensive materials which this grant made possible.

The Independence Public Library used the funds to purchase high interest, low level materials to be placed in the branch libraries. These materials will serve that segment of the population that is functionally illterate.

FY 84 Carryover Metropolitan Grants: The St. Louis Public Library ($100,000) used funds for interlibrary loan salaries and to purchase material to strengthen Main as a resource library, especially in the fields of applied science, foreign fiction, and history and genealogy.

The Kansas City Public Library ($50,000) purchased materials for Referene and Main Library Resources, for Electronic Security System, and as partial funding for the Development Officer position.

The Springfield-Greene County Library ($25,000) purchased materials to expand and develop their collection in the areas of technology, engine repair manuals, and reference materials of all kinds, particularly in the computer field.

The Independence (Mid Continent Public Library) ($50,000) purchased high interest, low level reading material for young people and adults who have trouble reading, were placed in the ABE colleciton; replaced lost or damaged census microfilm; and purchased large-print books for nursing homes and rest homes in the three county area served by Mid-Continent Public Library.

The St. Louis County Library ($50,000) purchased materials in business, real estate, advertising, new titles in technical manuals, such as television, radio, auto mechanics, household mechanics; microfilm and microfiche; current and retrospective; business periodicals which are indexed; foreign language books and audio materials.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: NEBRASKA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 33,846	84.7	1,570,096	$33,846		
FY 1985	101,250	85.7	1,589,000	38,923		
FY 1986	69,428	86.7	1,606,000	39,000		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
486,187	30.9	State		
505,897	31.8			
512,665	31.9			

	FY84	FY85	FY86
1) Omaha	1) $22,000	1) $25,300	1) $26,000
2) Lincoln	2) 11,846	2) 13,623	2) 13,000

FY 84: Omaha Public Library applied for funds to purchase microcomputer hardware and software to improve statewide use of their resources. This equipment was to be used internally to improve their library operation. This equipment was also to be used eventually to tie into an automated library system. Lincoln and Omaha have developed plans to automate their library systems in a joint venture. Funding for this effort has not yet been appropriated.

Lincoln City Libraries had originally applied for funding for an automated library system incorporation with Omaha's request. When local funding for the system did not get allocated, Lincoln amended the request to purchase a microcomputer and software. This microcomputer will be used for both databases searching and interlibrary loan purposes.

FY 85 MURLs: The state library agency arranged grant support for Nebraska's two urban public libraries during FY 1984/85. The following actions were undertaken which met objectives of the state plan:

- Development of a plan for use of urban resource library funds
- Negotiation of terms and funding for the urban resource libraries

MURLs funds were awarded to the Omaha Public Library for purchase of books, records, and AV equipment for the Art and Music Department at the Main Library. The Lincoln City Libraries used MURLS funding for the purchase of microcomputer equipment and software, and subscription to WILSONLINE.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: NEVADA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$18,157	4	799,554	$6,900, $11,257 (carryover)		
FY 1985	55,818	4&5	876,000	6,995, 11,257 (carryover)		
FY 1986	39,201	7	911,000	6,995 11,257 (carryover)		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
265,430	33.0	State	Both MURLS and Elko County Library	
286,335	32.7			
288,842	31.6			

	FY84	FY85	FY86
1) Las Vegas	1) $11,257 (carryover)	1) $11,257 (carryover)	1) $11,257 (carryover)
2) Reno	2) 6,900	2) 6,995	2) 6,995

FY 84: Reno (Washoe County Library) purchased materials needed to support libraries in the northwest region of the State.

FY 85: Las Vegas (Clark County Library) purchased library materials and met the goal of increasing the collection of materials available for southern Nevada.

Reno (Washoe County Library) purchased materials to enhance the collection and serve the Northwest region and indirectly the entire State, through the State-wide borrowing network.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: NEW JERSEY

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$159,270	8	7,373,538	$17,201 (carryover)		
FY 1985	473,243	8	7,427,000	50,163		
FY 1986	324,695	7	7,515,000	21,295		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
796,951	10.8	Regional or State	Newark receives additional funding as State resource center.	
789,182	10.6			
783,664	10.4			

	FY84	FY85	FY86
1) Newark	1) $17,201	1) 50,163	1) 21,295
2) Jersey City			
3) Paterson			
4) Elizabeth			

FY 84 & 85 MURL: The Newark Public Library serves as the major resource urban library in the State and purchased foreign language materials in Portuguese, Italian, German, and Spanish for adults and juveniles.

FY 85 Metropolitan Libraries: Elizabeth ($45,245), Jersey City ($93,986), Newark ($70,020), and Paterson ($58,652) received funds for literacy materials, restorative and preservation of materials, microfilm and microfiche, research/reference materials, and foreign language materials.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: NEW MEXICO

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$28,608	7	1,300,188	$15,000		
FY 1985	87,104	7	1,367,000	21,776		
FY 1986	60,859	7	1,424,000	21,776		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
331,767	25.5	State		
341,978	25.0			
350,575	24.6			

	FY84	FY85	FY86
1) Albuquerque	$15,000	$21,776	$21,776

FY84: An IBM pc microcomputer with compatible printer and a ten-drawer microfiche storage cabinet were purchased. The microcomputer is used to fill interlibrary loan requests for magazine articles and to provide machine-readable records to be incorporated into a union list.

FY85: The popular periodicals center at the main library, Albuquerque Public Library system, is a central access point to paper and mircoform copies of popular magazine articles. The project has been LSCA-funded since its beginning. Its objectives are to increase citizen and library access to the materials and respond to periodical-related questions. Holdings are available to all state citizens. Albuquerque Public Library staff do research, copy information, and mail it free of charge. In 1984-85, the collection contained 510 titles and 53,754 pieces of mircoforms. The center handled 17,751 walk-in or telephone inquiries. Interlibrary loan requests at Albuquerque Public are not currently distinguished by format but the Library has agreed to record ILL requests for periodical materials in the future. The holdings list has been manually updated and distributed to 26 agencies in the state. Records are being converted to machine readable format to be integrated into APL's COM catalogs and, eventually into a statewide union list. The library is preparing an informational brochure to publicize the project.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: NEW YORK

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 377,688	18	17,565,458	$ 99,381, $107,441 carryover		
FY 1985	1,119,356	18	17,567,000	518,262		
FY 1986	768,366	7	17,735,000	503,879		

CITIES OVER 100,000 POPULATION PERCENT		POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
8,138,433	46.3	State		
8,136,802	46.3			
8,101,739	45.6			

	FY84	FY85	FY86
1) New York Public	$73,773	$170,140	$170,140
2) Buffalo	10,341	29,722	29,722
3) Rochester	6,204	23,148	23,148
4) Yonkers	4,136	20,957	20,957
5) Syracuse	4,136	18,765	18,765
6) Albany	2,068	14,383	-0-
7) Brooklyn Public	59,380	132,012	132,012
8) Queens Borough Public	46,784	109,135	109,135

FY84: The eight Major Urban Resource Libraries (MURLS) participating in the $206,822 program were: Albany Public Library, Brooklyn Public Library, Buffalo and Erie County Public Library, the New York Public Library, Onondaga County Public Library, Queens Borough Public Library, Rochester Public Library, and Yonkers Public Library.

Albany purchased items to replace losses in the area of urban problems and in literature of black culture.

Brooklyn purchased 3,000 items for the library's 9 major divisions' reference collections.

STATE: NEW YORK (Continued)

Buffalo purchased 660 items to strengthen and update the collections of the Science and Technology Department and the Business and Labor Department.

New York purchased 2,636 items and entered them into the MILCS online database to enhance the in-depth subject collections and foreign language collections at the Central Library for the Branch Library System.

Syracuse purchased 64 videocassettes of quality not generally available to the public through video rental stores.

Queens acquired materials to bolster local history holdings of its Long Island Division, preserved fragile items in the local history collection, and purchased Corporate and Industry Research Reports for its business collection.

Rochester used MURLS funding to search OCLC to do original cataloging and inputting of the central library's shelf list.

Yonkers strengthened its reference collection in the fields of business and technology.

FY85: Albany used funds to replace titles lost as revealed by their automated circulation system.
Brooklyn improved the reference collections in the Children's Room, Youth Services Art and Music, History, Languages Literature/Fiction division, Science and Industry, Social Science and the Education/Job Information Center.

Buffalo purchased materials in the areas of cassettes and phonographic records, consumer health information, technology, directories, small business, urban development, social problems, natural history, botany, zoology, black studies, book publishing and printing, fiction and art.

New York enriched the system-wide Central Library Collections and Services, used not only for residents of the immediate urban area, but the entire surrounding region for which the library serves.

Syracuse purchased materials in the literature-in-English collection, 800's and fiction, inclusive of primary text, criticism and theory at the Onondaga County Public Library.

Queens enriched the collections of the Central Library in the areas of foreign language, children's literature, science and technology, the social sciences, music, literature and literacy criticism, local history, newspapers, and to facilitate public copying of the Central Library's resources on roll microfilm.

Rochester purchased materials in engineering, psychiatry, medicine, child care, travel, music scores, art, architecture, photography, interior decorating, education, anthropology, psychology, real estate, investments, sales, foundation grants, social issues, associations, storytelling, children's authors and illustrators, information storage and retrieval.

Yonkers serves as a regional reference center in the fields of business and technology and through purchases, was able to provide ready and timely access to a large and diverse collection of periodicals, provided access to telephone directories throughout the United States and by telephone reference, made the information available to other libraries and individuals within the region.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: NORTH CAROLINA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$127,742	13	5,874,489	$30,000 carryover		
FY 1985	383,526	13	6,019,000	$60,000 carryover		
FY 1986	264,315	13	6,165,000	$60,000 carryover		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
853,060	14.5	State	FY85	
877,608	14.6			
904,846	14.6			

	FY84	FY85	
1) Charlotte	1) $6,000	1) $12,000	1) $12,000
2) Greensboro	2) 6,000	2) 12,000	2) 12,000
3) Raleigh	3) 6,000	3) 12,000	3) 12,000
4) Winston-Salem	4) 6,000	4) 12,000	4) 12,000
5) Durham	5) 6,000	5) 12,000	5) 12,000

FY84 carryover: Grants of $6,000 to each of the five qualifying libraries were made in the carryover year, and the funds were expended as follows:

Charlotte: 288 book titles on subjects for which the public library holdings were inadequate to satisfy interlibrary loan requests.

Durham: Multi-media Bi-Fokal kits and equipment (2 slide projectors and 2 slide/synchronizer recorders) for the Older Adult and Shut-in Service; Adult new readers and replacements and additions of titles identified as needed during a weeding project; Mircofilm of the *Durham Sun* and the *Carolina Times*.

STATE NORTH CAROLINA (Continued)

Greensboro: Large print books and Dun's Market Identifiers.

Raleigh: 800 titles of popular adult non-fiction as requested by patrons.

Winston-Salem: 16mm films and educational videocassettes to lend locally and to neighboring libraries.

Although the libraries were able to strengthen a variety of subject areas and collections with these grants, they did did not reach the stated project objective of increasing their interlibrary lending by 5% over the previous year, however the increase was 1.4%.

Metropolitan libraries: The five eligible municipal libraries ($104,532) recieved per capita enrichment grants to help them establish maintain and improve services to one or more of the target groups or one or more of the priorities and purposes of the 1984 LSCA Amendments.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: OHIO

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$231,639	I-7-85	10,797,579	$220,749 carryover		
FY 1985	686,383	I-7-86	10,772,000	220,752 carryover		
FY 1986	467,032	I-7-87	10,752,000	231,639 carryover		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
2,434,769	22.5	State	No	
2,391,689	22.2			
2,343,155	21.7			

	FY 84	FY 85	FY 86
1) Cleveland	1) $54,667	1) $54,667	1) $54,667
2) Columbus	2) 53,740	2) 53,740	2) 53,740
3) Cincinnati	3) 36,596	3) 36,599	3) 36,599
4) Toledo	4) 33,819	4) 33,819	4) 33,819
5) Akron	5) 22,469	5) 22,469	5) 22,469
6) Dayton	6) 19,458	6) 19,458	6) 19,458
7) Youngstown	7) Declined	7) Declined	7) Declined

FY 84 carryover: MURLS grants were made to six of seven eligible Ohio public libraries; one chose not to participate. Projects undertaken by the recipients were in the main designed to enhance the specific collection areas identified by the libraries. As a result of this project, two newspapers in Dayton and two in Toledo were indexed for better accessibility. Photography items of historical interest were preserved and made accessible in Toledo. In Cleveland, 1,918 video cassettes were added to the collection helping raise the general circulation in the branches that house them. The Cleveland Public Library also did a survey yielding a profile of video cassette users which will be useful in future planning both in Cleveland and other libraries. The Akron-Summit County Public Library added 6,412 volumes of adult new reader materials that resulted in 979 circulations during the one quarter when the count was taken. Although the high technology and cultural arts materials which were the focus of the Public Library of Columbus and Franklin County program arrived

STATE: OHIO (Continued)

late in the project year, it is estimated that the 5,000 patrons access objective was obtained. The Public Library of Cincinnati and Hamilton County produced nine instructional video tapes designed to assist patrons in making more effective use of the library.

The program identified 282,400 users directly served by the project but the potential beneficaries are the citizens in the state. As statewide resources centers, the materials obtained under the MURLS program are available to all users in the state. This is achieved through their participation in OCLC which assists the major public libraries in locating materials for non-OCLC members.

There were delays in achieving full implementation of the projects. These were due in part to the unavailability of some materials, staffing problems, late starts, and more time needed than anticipated to complete some procedures.
Overall the MURLS project achieved its objective by strengthening the capability of those public libraries to meet the information needs of persons within the service area as well as statewide.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: OKLAHOMA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 66,618	VII	3,025,566	$16,787		
FY 1985	205,558	VII	3,226,000	51,184		
FY 1986	143,990	VII	3,298,000	51,184		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
764,132	25.2			
803,014	24.9			
817,707	24.7			

	FY84	FY85	FY86
1) Oklahoma City	$8,897	$27,281	$27,281
2) Tulsa	7,890	23,903	23,903

FY84: The grants were used to continue services to users in the designated regional area but outside the tax base. The money was expended upon materials. Both libraries participate in the statewide interlibrary loan networks.

FY85: The Metropolitan Library System (Oklahoma City) expended its $27,281 grant for additional materials to serve outlying sectors of the service area. Tulsa City-County's grant of $23,903 was used to continue to provide library services to residents outside its legal service area and to develop plans for future services based on availability of these funds.

The Department is now aware that these funds should more specifically target special collections, and is modifying contracts with these libraries for FY86.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: OREGON

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 57,153	I-MURL-21/22	2,632,843	$10,260		
FY 1985	170,003	I-85-6	2,668,000	30,027 carryover		
FY 1986	115,627	I-86-7	2,674,000	30,027		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
472,007	17.9	State	No	
471,239	17.7			
467,463	17.4			

	FY84	FY85	FY86
1) Portland	1) $7,950	1) $23,419	1) $23,419
2) Eugene	2) 2,310	2) 6,608	2) 6,608

FY84: The two participating libraries provide state-wide interlibrary loan services.
FY85: Will be reported in the FY86 Annual Report.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: PENNSYLVANIA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$254,862	XVI	11,867,718	$135,206 carryover		
FY 1985	756,921	7	11,879,000	202,809 carryover		
FY 1986	517,189	7	11,901,000	202,809 carryover		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
2,335,029	19.6	State	Yes	
2,303,135	19.4			
2,270,656	19.0			

	FY84	FY85	FY86
1) Philadelphia	1) $75,989	1) $118,440	1) $118,440
2) Pittsburgh	2) 44,494	2) 62,263	2) 62,263
3) Erie	3) 10,296	3) 15,413	3) 15,413
4) Allentown	4) 4,427	4) 6,693	4) 6,693

FY 84 Carryover (MURLs): The Allentown Public Library is a resource center for an area with a business and residential population of more than 300,000. At any given time, half of the people in the main library reside in communities outside Allentown. Reference use is consistently high and has become increasingly complex. To continue to serve well as a center-city resource center, the Allentown Public Library has a standing plan for keeping reference resources current and broadly representative of area interests.

MURLs funds were used to help with expensive continuations that small local libraries find prohibitively expensive and to purchase those works of general interest that fall outside the budget of the local library. Recent examples include the new Grove's Encyclopedia of Music, Fishbern Medical Encyclopedia, Magill Survey of Short Fiction Survey of Long Fiction. In addition, the Allentown Public Library accepts all area requests for computer-based reference searches.

Erie used funds to help with expensive continuations which small local libraries are not financially able to purchase. These materials were purchased and made available by loan or photocopy to all libraries and Pennsylvania residents who requested them.

MAJOR URBAN RESOURCE LIBRARIES FOR FISCAL YEARS 1984 - ____

STATE: PENNSYLVANIA (cont'd)

Carnegie Library of Pittsburgh: Materials were purchased and made available by loan or photocopy to all libraries and Pennsylvania residents who requested them.

The $75,989,00 in MURLS funds granted to the Free Library of Philadelphia was allocated to three Central Library departments for the purchase of major microform replacemetn backfiles.

The departments and their allocations are as follows: The Microforms and Newspapers Department - $48,840.00 for the replacement purchase of a backfile microfilm collection of the New York Times (1881-1961); The Government Publications Department - $19,129.00 for a microfiche backfile of the Congressional Hearings of the 86th and 88th Congresses (1959-1964); The Mercantile Library - $10,020.00 for a microfiche backfile of Moody's Investor's Service (1952-1983).

Several factors entered into the decision to select the above-named departments and the specific micorform titles. In the case of the MAN Department heavy public use of the New York Times microfilm, daily wear and tear, and damage to existing film caused by old equipment necessitated the replacement of this important microfilm collection. The acquisition of the Congressional Hearings on microfiche permits the Government Publications Department to update an important resource through 1964, and to replace paper copy with fiche which will free much needed stack space. One of the major goals of the Free Library's Comprehensive Plan for the 80's: Goals, Objectives, Priorities and Strategies focuses on the upgrading and strengthening of the business and general circulating collections of the Mercantile Library. In-person and written staff evaluations have identified specific areas of concentration. The replacement of the paper copies of a 30 year backfile of Moody's with microfiche is a major step in the upgrading and enhancement of Mercantile Library's heavily used business collection. In all cases paper copies made from the new microforms will be available for interlibrary loans.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: RHODE ISLAND

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$20,496	2	947,154	$3,382		
FY 1985	60,724	2	953,000	9,898		
FY 1986	41,587	-	962,000	9,898		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
156,804	16.5	State		
155,717	16.3			
154,148	16.0			

	FY84	FY85	FY86
1) Providence	$3,382	$9,898	$9,898

The Providence Public Library entered bibliographic data on its periodical holdings into its automated circulation system data base. This will enable local public library users to access, by the on-line data base or a printed list, information on what periodicals are owned by the Providence Public Library.

The strength of this project is that local public library users in any community will be able to find out what periodicals are held by the Library. In addition, by having access to such information regional library centers will be able to fill requests for periodical articles in a more effective manner.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: SOUTH CAROLINA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 68,034	III-C	3,119,208	$20,000		
FY 1985	205,622	III-C	3,227,000	20,000		
FY 1986	141,641	--	3,300,000	-0-		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
101,208	3.2	Regional		
101,457	3.1			
-0-	-0-			

	FY84	FY85	FY86
1) Columbia	$20,000	$20,000	-0-

FY 84: The Richland County Public Library (Columbia) used its $20,000 MURLS grant to purchase approximately 200 audio and video cassettes in areas of business, management, banking, law, marketing, accounting, and personnel management. The collection ranged from those based on popular books such as The One Minute Manager and Winning through Intimidation to instructional cassettes such as How to Make Better Decisions and Understanding and Managing Stress. The cassettes were made available to Richland County residents through normal library procedures and to residents of the neighboring counties of Calhoun, Fairfield, Kershaw, Lexington, Newberry, Orangeburg, Saluda, and Sumter Counties through interlibrary loan to their county libraries.

Workshops were sponsored, bibliographies prepared, and a prize-winning newsletter was created to make the business community in Richland County and surrounding areas aware of the services offered by the library.

FY 85: The Richland County Public Library used its $20,000 MURLS grant to continue the purchase of audio and video cassettes. Approximately 200 titles were acquired in the areas of accounting, banking, business management, law, marketing, and personnel management. Cassettes purchased for the collection ranged from those based on popular books such as Power! How to Get It: How to Use it and Twenty-two Biggest Mistakes Managers Make to instructional cassettes such as How to Open a Restaurant and No Nonsense Delegation.

In the past, Richland County Public Library had used its MURLS grant to acquire books for the business reference collection. In FY 84, because of requests from the public and a desire on the library's part to expand the business collection into other formats, the acquisition of audio and video tapes was begun. The response from the library users and staff to the casettes on business topics was very positive.

The casettes were made available to Richland County residents through normal library procedures and to residents of the neighboring counties of Calhoun, Fairfield, Kershaw, Lexington, Newberry, Orangeburg, Saluda and Sumter counties through interlibrary loan to their county libraries. Approximately twenty-five conference calls per month concerning the collection were made from neighboring county libraries. Twenty loans were made to neighboring county libraries.

The cassette service was publicized through newspaper articles and through articles in library newsletters. Letters were sent to officers of thirty companies in the area informing them about the collection. Copies of the annotated list of the cassettes were made available to various businesses. Also, copies of this list were bound and sent to participating libraries and a master list was maintained at the main library in Richland County. Due to the number of titles in the collection, the list was prepared on an Apple computer so that new titles could be easily added.

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* Not eligible as the city of Columbia's population is less than 100,000 in FY 86.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: TENNESSEE

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 99,241	I-B-3	4,590,870	$94,558		
FY 1985	296,677	7	4,656,000	94,558		
FY 1986	203,413	7	4,717,000	94,558		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
1,446,602	31.5	Regional	Yes	
1,444,326	31.0			
1,449,221	30.7			

	FY 84	FY 85	FY 86
1) Memphis	1) $23,639	1) $23,639	1) $23,639
2) Nashville-Davidson	2) 23,639	2) 23,639	2) 23,639
3) Knoxville	3) 23,640	3) 23,640	3) 23,640
4) Chattanooga	4) 23,640	4) 23,640	4) 23,640

FY 84 MURLS: The MURL funds were used to strengthen the collection of metropolitan libraries for use as regional resources.

FY 84 Resource Centers: The Area Resource Centers is a continuing program designed to provide improved library service outside metropolitan areas of the State. Each library received $80,000 or a total of $320,000 to provide answers to reference questions from regional and local libraries; books not available locally; photo duplication of needed materials; subject lists for distribution; and in-service training to county and regional library staffs. Of the nine libraries which did not use the Area Resource Centers (ARC) in 1984, four do not have a telephone in the library, all are open very few hours per week and all but one are less than 1,500 square feet in size. It is difficult for these libraries to provide the quality of library service that requires ARC support. The number of reference questions submitted and answered was up 18%.

More than 36,000 requests for information, books and articles were sent to the ARC system by public libraries outside the metropolitan areas of the State. The four metropolitan public libraries in which the Area Resource Centers are located supplied 87% of the total fills.

STATE: TENNESSEE (Cont'd)

Each ARC has immediate access to the list of holdings in the OCLC data base. Through the computer terminal, ARCs are able to quickly verfiy bibliographic information essential to filling requests for interlibrary loan and to locate materials.

Current acquisitions of 41 Tennessee libraries are being input to the OCLC data base, and retrospective collections of the State's major resource libraries are being added, providing an extensive on-line catalog of Tennessee holdings upon which the ARCs can draw. The State agency is studying the effects of OCLC/SOLINET on ARC and the possible activities of ARC in the evolving state-wide network.

FY 85 MURLS: Funds were used to add to the regional visuals capacity of Tennessee libraries.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: TEXAS

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$316,007	12	14,229,793	$127,351 carryover		
FY 1985	976,752	7	15,329,000	400,468 carryover		
FY 1986	686,409	7	15,989,000	400,468 carryover		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
5,737,059	40.3	State		
6,281,828	41.0			
6,563,953	41.0			

	FY84	FY85	FY 86
1) Houston	1) $37,250	1) $110,008	1) $110,008
2) Dallas	2) 21,115	2) 60,171	2) 60,171
3) San Antonio	3) 18,351	3) 52,213	3) 52,213
4) El Paso	4) 9,933	4) 28,373	4) 28,373
5) Fort Worth	5) 8,991	5) 25,589	5) 25,589
6) Austin	6) 8,074	6) 23,469	6) 23,469
7) Corpus Christi	7) 5,412	7) 15,688	7) 15,688
8) Lubbock	8) Declined	8) 11,258	8) 11,258
9) Arlington	9) 3,744	9) 11,665	9) 11,665
10) Amarillo	10) 3,489	10) 9,904	10) 9,904
11) Garland	11) 3,248	11) 9,497	11) 9,497
12) Beaumont	12) 2,751	12) 7,872	12) 7,872
13) Pasadena	13) 2,624	13) 7,778	13) 7,778
14) Irving	14) Declined	14) 7,287	14) 7,287
15) Waco	15) 2,369	15) 6,515	15) 6,515
16) Abilene		16) 6,649	16) 6,649
17) Odessa		17) 6,532	17) 6,532
18) Laredo			18) Ineligible

FY 85 MURLS (FY 84 Carryover) : Thirteen public libraries participated in the Major Urban Resource Libraries (MURLS) Grant Program. The libraries received grants totalling $127,351 to purchase library materials which would improve their ability to serve persons who reside outside of their tax-supporting political subdivisions. Two libraries (Lubbock and Irving) which qualified for a MURLs grant, declined participation in the program for FY 1985. The evaluation reports received from subgrantees at the end of the project year indicate that a total of 12,851 volumes of library materials were purchased with MURLs grant funds.

As part of their grant application, each MURL set one or more objectives for service to non-residents during the grant year The total of the results for these objectives, for all thirteen participants, was as follows by the end of the project year:

Objective	No. of Libraries Setting Objectives	Total
Number of persons making in-library use of collections and services.	8	680,484
Non-resident use of reference services by phone or mail.	6	743,163
Circulation to non-residents.	2	94,659

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: UTAH

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 32,536	IV	1,461,117	$15,000		
FY 1985	100,103	6	1,571,000	20,000		
FY 1986	70,385	6	1,652,000	20,000		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
163,033	11.1	State		
163,893	10.4			
164,844	9.9			

	FY84	FY85	FY86
1) Salt Lake City	$15,000	$20,000	$20,000

FY 84: Funds were used for interlibrary loan activities and the purchase of books.

FY85: The MURL Project for fiscal year 1985 was designed to strengthen the Business and Science collection and the Humanities collection of the Salt Lake City Public Library. The Salt Lake City Public Library is currently a net leader in the interlibrary loan network of Utah. All libraries in the State were eligible to benefit from interlibrary loan services rendered through the network.

The expansion and strengthening of the largest public library book collection in Utah helped maintain the Salt Lake City Public Library as the link pin for retrospective interlibrary loan requests. The growth of networking in the State has increased the demands upon the largest public library in the Intermountain West.

The acquisition of materials was based upon the interlibrary needs identified through data collection during the 1983-84 fiscal year. The specific titles selected were based upon the collection development plan of the Salt Lake City Public Library.

The Project was evaluated in terms of the number of books purchased and the number of interlibrary loan requests received and filled by the City Library.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: UTAH

The regional area defined for the MURL Project is contiguous with the entire State. The range of population served, therefore, includes all age, ethnic and socioeconomic groups. This also contribute to the meeting of such Legislative priorities as service to persons of limited English-speaking ability, residents of State institutions, physically handicapped, older persons, and residents of urban areas, rural areas with inadequate library service.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: VIRGINIA

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$116,432	84-8	5,346,499	$31,320		
FY 1985	349,500	85-7	5,485,000	94,016		
FY 1986	241,694	86-7	5,636,000	94,016		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
1,438,412	26.9	State		
1,473,924	26.9			
1,636,000	27.1			

	FY84	FY85	FY86
1) Norfolk	1) $31,320	1) $31,338	1) $31,338
2) Virginia Beach			
3) Richmond			
4) Newport News			
5) Hampton			
6) Chesapeake			
7) Portsmouth			
8) Alexandria		8) 31,338	8) 31,338
9) Roanoke		9) 31,338	9) 31,338

FY 84: Funds were used to purchase microfilmed back issues of 73 magazines as well as Barron's Business Weekly and the Washington Post newspaper. Reference books were also purchased.

FY 85: Alexandria Public Library purchased books to augment the business, management, high technology and foreign language collections.

Norfolk Public Library purchased major reference titles such as the Book Review Index 1965-84, the Biography and Genealogy Master Index, and Variety Film Reviews. They also purchased the Kentucky census records on microfilm. New equipment to assist interlibrary loan operations included four telecopiers.

Roanoke Public Library purchased three microcomputers to assist with circulation demands, and six microfilm readers for patron access to the periodicals collection.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: WASHINGTON

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 90,574	VI	4,130,233	$18,023 carryover		
FY 1985	272,463	5	4,276,000	47,327 carryover		
FY 1986	187,143	5	4,349,000	47,327 carryover		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
823,647	19.9	State		
823,331	19.3			
931,256	18.8			

	FY84	FY85	FY 86
1) Seattle	1) $10,814	1) $28,396	1) $28,396
2) Spokane	2) 3,749	2) 9,844	2) 9,844
3) Tacoma	3) 3,460	3) 9,087	3) 9,087

The FY 84 MURLS program was carried over to FY 85. While the grants were awarded and the contracts signed in FY 84, the funds were not expended or obligated until FY 85. The qualifying libraries are Seattle Public and Tacoma Public. Utilizing the evaluation criteria from the FY 85 Annual Program, the achievements of the program are detailed below:

Objective: To continue access to the collections of the major urban resource libraries for the citizens of the State of Washington.

Results: Seattle Public: Approximately 147,000 on-site reference questions from non-residents. Approximately 80,000 telephone questions from non-residents. 5,103 interlibrary loan items provided to other agencies.

Spokane Public: 26.7% of on-site reference requests at the Main Library are non-residents. 37.7% of telephone questions at the Main Library are from non-residents. 19.8% of the interlibrary loan requests at the Main Library are from non-residents.

Tacoma Public: 25% of on-site reference requests are from non-residents. 17% of telephone questions are from non-residents. 1,500 non-residents are eligible for interlibrary loan services.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: WISCONSIN

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$101,730	85-180 and 182	4,706,195	$16,469 carryover		
FY 1985	302,348	86-26 and 28	4,745,000	95,240 carryover		
FY 1986	206,458	87-NA	4,766,000	95,240		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
806,828	17.1	Regional		
804,149	16.9			
791,556	16.6			

	FY84	FY85	FY86
1) Milwaukee	1) $9,130	1) $74,288	1) 74,288
2) Madison	2) 8,090	2) 20,952	2) 20,952

FY 84 Carryover (MURLS): Madison ($9,269) conducted an after school program for latch key children. Some of the aspects of the program were difficult to measure, but the project administrator did find out (in some cases through sampling) the following: 1,152 children attended the various programs; 45% of the children attending did not have a parent at home; 75% of the children were 6-8 years old; 10% of the children were "new" library users. Word-of-mouth and brochures were effective in getting attendees. A positive aspect of the project was the contact established in school IMC directors. A major difficulty was targeting latchkey children without labeling them negatively. If children cannot walk to the library, transportation is a problem.

Milwaukee purchased ($8,090) three CRT terminals and related communications equipment were purchased to enable personnel at the Central Library and 2 branches to query the online circulation system for holding information and patron eligibility. While most online circulation systems available today provide these features, the Milwaukee system was developed 15 years ago and was not designed with those functions in mind.

MAJOR URBAN RESOURCE LIBRARIES STATISTICS FOR FISCAL YEARS 1984 - 19__

STATE: PUERTO RICO

FISCAL YEAR	EXCESS ABOVE $60 MILLION	PROJECT NUMBER	TOTAL STATE POPULATION	MURL EXPENDITURES	STATE EXPENDITURES	LOCAL EXPENDITURES
FY 1984	$ 69,644	7	3,196,520	$52,992 carryover		
FY 1985	206,769	7	3,245,000	69,644 carryover		
FY 1986	141,902		3,270,000	69,644		

CITIES OVER 100,000 POPULATION	PERCENT	POPULATION SERVED	NATIONAL OR REGIONAL RESOURCE CENTER	SERVICE AREA
919,261	28.7	Commonwealth	Yes	
919,261	28.7			
1,020,226	31.1			

	FY84	FY85	FY86
1) San Juan	1) $52,992	1) $69,644	1) $69,644
2) Bayamon			
3) Ponce			
4) Carolina			
5) Mayaguez			

FY 84 Carryover: With the assistance of MURL's grant the resources of the Puerto Rican collection at Carnegie and Ponce Library were made available through interlibrary loan to residents of San Juan, Carolina, Hato Rey, Loiza, Toa Alta, Toa Bajo, Valle Arriba Heights in Carolina and Fair View en Trujillo Alto.

Seven hundred ten (710) new titles were selected and purchased for a total of seven thousand seven hundred fifty five (7,755) new books to enrich the collections.

One thousand thirty two (1,032) books were processed and distributed in Carnegie Library (972) and Ponce Library (60).

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
LIBRARY PROGRAMS
PUBLIC LIBRARY SUPPORT STAFF

Public Library Construction

Fiscal Year 1985

By

Donald J. Fork

LEGISLATIVE BACKGROUND AND OVERVIEW

On February 11, 1964, President Lyndon B. Johnson signed into law the Library Services and Construction Act (P.L. 88-269), which made possible increased Federal assistance to public libraries in both rural and nonrural areas. This legislation amended the earlier Library Services Act (P.L. 84-597), intended to assist libraries only in rural areas and was recognized as being the first educational accomplishment of the 2d session of the 88th Congress.

In remarks prior to the signing of the Act, President Johnson summarized the national need for public library construction thus:

> This act importantly expands a program which helps make library services available to 38 million Americans in rural areas--38 million. It authorizes efforts to strengthen inadequate urban libraries. This act authorizes for the first time grants for the construction and renovation of library buildings.
>
> Chances are that the public libraries are among the oldest buildings in any community. Only 4 percent of our public libraries have been built since 1940. Many of them were built through the wise generosity of Andrew Carnegie 40 years ago. (The Library Services and Construction Act of 1964: A Compilation of Materials Relevant to Public Law 88-269, p. 1)

The following are some of the more important purposes related to public library construction that have been incorporated into Title II of the Library Services and Construction Act as amended:

> *To assist in the construction of new public library buildings as well as in the acquisition, expansion, remodeling, and alteration of existing buildings, including the initial equipment for either a new or

expanded building;

*To assist in meeting the standards of the Architectural Barriers Act of 1968 relating to access for the handicapped;

*To assist in the remodeling of public libraries for the purpose of energy conservation;

*To assist in renovation or remodeling to accommodate new technologies; and

*To assist in the purchase of existing historic buildings for conversion to public buildings.

FEDERAL FUNDS IN SUPPORT OF PUBLIC LIBRARY CONSTRUCTION

Federal funds specifically intended for the purpose of public library construction were appropriated in FY1985 and FY1986 for the first time since FY1973. During the period from FY1976-FY1980 when funds were not appropriated for LSCA Title II, 45 public library construction projects were administered under the authority of Title II by utilizing $8.5 million of transfer funds from other Federal programs. Of these projects, 36 were funded with $6.8 million from the Appalachian Regional Development Act, and nine were funded through other Federal programs. Federal funds used to support all of these projects represented 41 percent of the total costs for public library construction.

Some of the other Federal programs which have provided funding for public library construction projects have included General Revenue Sharing funds (Title I of the State and Local Fiscal Assistance Act of 1972), and Community Development Block Grants (Title I of the Housing and Community Development Act of 1974). Comprehensive data on the specific amounts provided to libraries by these two programs have never been published. The only exception has been an overall report on General Revenue Sharing expenditures for the period FY1983-FY1984 by the U.S. Department of Commerce which listed expenditures of $76.7 million for library facilities and services.

Federal assistance was also available to public libraries for construction purposes in the form of loans to communities with populations of less than 10,000 persons (later amended to include communities with populations of up to 20,000 persons). These loans were provided through the Community Facilities Loan Program that was administered by the Department of Commerce. For the period 1974 to 1980, this program provided 34 low-interest loans to public libraries for construction projects that totaled $4.9 million.

Federal funds were not specifically authorized for public library construction in FY1982, FY1983, and FY1984 because of the restrictions placed upon Federal funding by the Omnibus Budget Reconciliation Act (P.L. 97-35). In recognition of the need for new jobs and the construction of public library buildings, an appropriation of $50 million was made available in FY1983 through the Emergency Jobs Act (P.L. 98-8) and administered under the authority of the Library Services and Construction Act (Title II program). These funds stimulated the initiation of more than 500 public library construction projects of which 346 were reported completed as of February 1, 1987 for a combined total of $90,782,578 million. (See Table 1 for a summary of funding and expenditures for projects completed under the Emergency Jobs Act).

In FY1985, $25 million was appropriated for LSCA Title II, minus a set-aside of $500,000, or two percent, to support the provisions of Title IV of the Act for library services for Indian Tribes and Hawaiian Natives. The reauthorization of the Library Services and Construction Act (P.L. 98-480) on October 17, 1984, once again included Title II appropriations for the construction of public libraries and added new permissible projects under Section 3(2) of the Act that included: (1) Remodeling to meet standards under the Act of August 12, 1968, commonly known as the "Architectural Barriers Act of 1968," (2) Remodeling designed to conserve energy, (3) Renovation or remodeling to accommodate new technologies, and (4) the purchase of existing historic buildings for conversion to public libraries. Other changes in the Act stipulated that the Federal share of the cost of construction of any project assisted under Title II shall not exceed one-half of the total cost of such project (Section 202(b), and that the Secretary of Education may release an institution from its obligation to return Federal interest or equity in a library facility for good cause (Section 202(c)(2)).

In FY1986, $21.1 million for LSCA Title II was appropriated out of an original appropriation of $22.5 million. The differences in these two amounts resulted from reductions that were mandated by the Balanced Budget and Emergency Deficit Control Act of 1985 (P.L. 99-177), and a set aside of two percent for library services for LSCA Title IV for Indian Tribes and Hawaiian Natives.

FEDERAL FUNDING: LSCA TITLE II--FY1983-FY1985

For the period FY1983-FY1985, the impact that Federal Assistance has had on the funding for public library construction can be summarized as follows:

*FY1983--27 States received Emergency Jobs Act funding totaling more than $28.5 million for the support of 298 public library construction projects.

*FY1984--A total of 50 States, the District of Columbia and the Commonwealth of Puerto Rico, were eligible to participate in the LSCA Title II program. These State agencies received an additional $21 million in carryover funds from the Emergency Jobs Act for a total of $49.5 million which stimulated a contribution of local and State matching funds of over $99 million dollars.

*FY1985--34 States received Federal funds totaling $15.5 million of which $15 million was from the FY1985 LSCA Title II appropriation and $.5 million was from the remaining Emergency Jobs Act appropriation. These funds stimulated expenditures for public library construction of $54 million from local sources (including $.5 million that matched Emergency Jobs Act funds) and $4.4 million from State sources. This total represented approximately 79 percent of the combined funds of $73.9 million for budgeted public library construction projects in FY 1985. A balance of $9.5 million from the FY1985 allocation that was not requested by the States was carried forward into FY1986.

LSCA TITLE II PROJECTS: FY1983-FY1985

Construction projects during the FY1983--FY1985 reporting period can be divided into two major categories: (1) Those funded by appropriations from the Emergency Jobs Act, and (2) those funded by appropriations from Title II of the Library Services and Construction Act, as amended.

Emergency Jobs Act--The Emergency Jobs Act was intended to provide jobs for long-term unemployed Americans and to create Federal projects of lasting value to the Nation and its citizens. Of approximately 500 projects that were approved for awards, 47 percent were for the remodeling and/or renovation of existing buildings; 29 percent were for new buildings; and 24 percent were for additions. The high percentage of remodeling and renovation projects was influenced by the need to start projects quickly so that unemployed workers could be hired, the deterioating state of many of the library buildings, the need to make libraries accessible to the handicapped, and the continuing interest in improving the energy efficiency of library buildings.

A representative sample of the various types of projects that were completed with funding assistance from the 1983 Emergency Jobs Act can be found in a recent publication by the Library of Michigan entitled, LSCA Builds Michigan Libraries. Highlighted in this report are 19 of the 48 completed projects funded through Title II of the Library

Services and Construction Act and administered by the Library of Michigan. Collectively, these projects represent expenditures of more that $4.8 million from local, State, and Federal sources. Of this amount, more than $3 million was provided at the local level through solicitations to private foundations, ambitious fund raising projects, individual donations, bond sales, and assistance from local government entities.

Of the public library construction projects that were completed in Michigan with Emergency Jobs Act funds, the following are representative examples of projects for new construction, additions and renovations, barrier-free accessibility, and energy conservation:

1. The Bridgman Public Library, located in Bridgman, Michigan is representative of a new public library built in part with LSCA Title II funds. It is partially built underground for energy efficiency and makes use of earth-bermed sides, a solar panel roof, a heat pump, and low maintenance exterior. The library is energy efficient in design and presents a regional expression of the area's natural dune setting.

2. The Marguerite deAngeli Branch Library located in Lapeer, Michigan is representative of an expansion project partially funded through LSCA Title II. The project concentrated on three major physical problems: lack of space, accessibility, and energy conservation. Since the deAngeli library was considered to be the last of the Carnegie libraries to be built in 1921, a major concern was to maintain the original architectural integrity of the building. All objectives for the building were met by working closely with the Michigan Bureau of History in remodeling the building to include a barrier-free entrance, an elevator, a solarium study and reading room, a meeting room, and a new heating system. Thanks to these improvements, rural residents have discovered the library and circulation has increased to almost double the 1984 statistics.

3. The Comstock Township Library, located in Comstock, Michigan is representative of improvements made in public libraries for barrier-free accessiblity to patrons. The purpose of the project was to connect a library built in 1955 with a township hall so that an inviting and barrier-free building would result. One of the major problems to be resolved by the planners was how to best connect the two buildings. A creative solution to this problem was incorporated into the final design which provided for a shared lobby between the two buildings. The new attractive lobby now provides barrier-free access to both buildings and a

hydraulic elevator allows visitors to reach all floors of both buildings.

4. The Bedford Branch Library in Temperance, Michigan is representative of an energy conservation project funded through LSCA Title II. The structure originally converted for the Bedford Branch Library was a simple rectangular building which the township used as a fire station and a garage for emergency vehicles. Since the original conversion did not provide for modern insulation, LSCA funds were used to install insulation, HVAC duct work, a new roof, and a computerized control system. All planned improvements have been completed and the computerized control for utilities was reported to be working efficiently.

Another example of the way that funds were expended under the Emergency Jobs Act can be found in the State of Nebraska where Federal funds of $315,107 were matched with $456,827 in local funds for a total of $771,934 in FY1983. The twenty-two projects that were funded included five for energy conservation, three for handicapped (including accessibility, renovation, and expansion), eight renovation projects (including energy conservation and the renovation of two purchased buildings), four expansion projects, and one new building.

By the end of February, 1987, the respective State Library Administrative Agencies had reported that 346 LSCA Title II public library construction projects had been funded through appropriations from the Emergency Jobs Act. Estimates made in October of 1984 indicated that about 3,600 jobs had been created with Emergency Jobs Act funds administered under the LSCA Title II program for fiscal years 1983 and 1984.

LSCA Title II--Of the 268 construction projects funded in FY1985, 167 were for the remodeling and/or renovation of existing buildings; 48 were for new buildings; and 27 were for other types of projects such as the acquisition and remodeling of historic buildings, the purchase of prefabricated buildings, handicapped access, and improvements for better energy efficiency. A closer analysis of those libraries that were renovated or remodeled revealed that 53 were for general remodeling, 59 were specifically designed for the purpose of providing new or increased access for the handicapped, 49 were planned for energy efficiency, and six were designed to introduce various new technologies into public libraries.

SUMMARY

Since it was first authorized as an Amendment (P.L. 88-269) to the Library Service Act (LSA) in 1964, the LSCA Title II program has obligated more than $264.6 million in Federal funds through FY1985. Of this amount, approximately $190.1 million came from LSCA allocations, $50 million came from the Emergency Jobs Act, $23.5 million came from the Appalachian Regional Development Act, and approximately $1 million came from other Federal sources. In FY1985, these funds encouraged State and local contributions of approximately $654.6 million, or 71.2 percent of the total amount of $919 million from all sources. As of September 30, 1985, a total of 2,580 public library construction projects had been funded under the LSCA Title II program.

TABLE 1

SUMMARY OF FUNDING AND EXPENDITURES
FOR
COMPLETED PROJECTS
EMERGENCY JOBS BILL ACT--PUBLIC LAW 98-8

STATE	FEDERAL	LOCAL	STATE	ST+LOCAL	TOTAL(FSL)
ALABAMA	1119784.00	1637539.00	28000.00	1665539.00	2810283.00
ALASKA*	168586.00	405893.00	0.00	405893.00	574479.00
ARIZONA	73329.00	67680.00	0.00	67680.00	141009.00
ARKANSAS	275780.00	352640.00	0.00	352640.00	628420.00
CALIFORNIA	4199600.00	9674843.00	0.00	9674843.00	13933943.00
COLORADO*	549224.00	1415855.00	0.00	1415855.00	2196039.00
DELAWARE	165799.00	68110.00	0.00	68110.00	233909.00
FLORIDA	200000.00	452781.00	0.00	452781.00	652781.00
GEORGIA*	855999.00	2334872.00	1549353.00	3884225.00	4740224.00
IDAHO	276160.00	283862.00	0.00	283862.00	488022.00
INDIANA	186050.00	381482.00	0.00	381482.00	537632.00
IOWA	491081.00	564657.00	0.00	564657.00	1054748.00
KANSAS	330689.00	402688.00	0.00	402688.00	733377.00
KENTUCKY*	883123.00	665625.00	0.00	665625.00	1548748.00
LOUISIANA*	953298.00	1463932.00	0.00	1463932.00	2417230.00
MAINE	67346.00	79982.00	24180.00	104162.00	171508.00
MASSACHUSETTS	167460.00	758920.00	0.00	758920.00	926380.00
MICHIGAN	2583874.00	2302654.00	0.00	2302654.00	4194133.00
MINNESOTA	333178.00	446215.00	0.00	446215.00	890473.00
MISSISSIPPI*	616645.00	433393.00	0.00	433393.00	1050038.00
MISSOURI	805943.00	1477300.00	0.00	1477300.00	2284243.00
MONTANA	219357.00	344643.00	0.00	344643.00	564002.00
NEBRASKA	160997.00	290123.00	0.00	290123.00	451160.00
NEVADA*	314849.00	516109.00	0.00	516109.00	830958.00
NEW HAMPSHIRE	75130.00	74299.00	0.00	74299.00	157942.00
NEW JERSEY	133861.00	164227.00	0.00	164227.00	298088.00
NEW MEXICO*	363431.00	296880.00	0.00	296880.00	660311.00
NEW YORK	970520.00	396541.00	0.00	396541.00	1328264.00
NO. CAROLINA*	985616.00	6029093.00	215900.00	6244993.00	7230609.00
NORTH DAKOTA*	193413.00	165736.00	0.00	165736.00	359099.00
OHIO	971097.00	1406867.00	0.00	1406867.00	2417965.00
OKLAHOMA	382148.00	727749.00	0.00	727749.00	1109897.00
OREGON	682135.00	1041146.00	0.00	1041146.00	1723281.00
PENNSYLVANIA	1428507.00	3019563.00	0.00	3019563.00	4448070.00
SO. CAROLINA*	776416.00	2372792.00	499278.00	2872070.00	3648487.00
SOUTH DAKOTA	29241.00	30932.00	0.00	30932.00	60173.00
TENNESSEE	484225.00	309877.00	0.00	309877.00	794102.00
TEXAS	1770543.00	6995362.00	0.00	6995362.00	8765905.00
UTAH*	313746.00	676773.00	0.00	676773.00	990519.00
VERMONT	240223.00	162211.00	0.00	162211.00	396849.00

VIRGINIA	161000.00	178172.00	0.00	178172.00	339172.00
WASHINGTON	644861.00	3008781.00	0.00	3008781.00	3653642.00
WEST VIRGINIA	642477.00	523643.00	324859.00	848502.00	1491579.00
WISCONSIN*	1278804.00	3800342.00	0.00	3800342.00	5079146.00
WYOMING*	173554.00	327855.00	60000.00	387855.00	561409.00
PUERTO RICO	800551.00	155776.00	258003.00	413779.00	1214330.00
	29499650.00	58686415.00	2959573.00	61645988.00	90782578.00

*Federal Close Out

U.S. DEPARTMENT OF EDUCATION

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

LIBRARY PROGRAMS

PUBLIC LIBRARY SUPPORT STAFF

Interlibrary Cooperation and Resource Sharing

Fiscal Year 1985
by
Dorothy Kittel

In fiscal year 1985, funds appropriated for Title III were $17,640,000. As in other years, not all of this amount was expended in FY 1985; some funds were carried over for expenditure in FY 1986. The information that follows is based on the Annual Reports for FY 1985 received from 48 States, the District of Columbia, Guam, Puerto Rico and Virgin Islands. Only those activities supported in whole or in part with LSCA Title III funds are included in this report. Therefore, many significant and well-known cooperative library activities will not be part of this report.

The States reported expenditures of $15,251,146 from FY 1984 carryover funds and FY 1985 appropriated funds for Title III activities. These funds were frequently supplemented with funds from State and other sources. However, since Title III does not require the States to match the Federal grant, States are not required to report these funds from other sources.

During FY's 1984 and 1985 the States expended some of their Title III funds to support activities that would lead to more comprehensive planning for interlibrary cooperation and resource sharing. Statewide planning committees and subcommittees, task forces, outside consultants, workshops and conferences were methods used to gain knowledge of the current situation, to explore possible future directions and make recommendations, and to gain consensus for State directions for networking.

Interlibrary cooperation and resource sharing programs carried on by the States are rarely isolated activities. Rather, they are most often projects joined together to form a broader statewide resource sharing program. The types of activities undertaken by the States to enhance resource sharing include:

- establishment, maintenance and expansion of communication networks for interlibrary loan and referral services;
- establishment and maintenance of computerized holdings lists of serials and monographs using the OCLC online database for bibliograhic descriptions;
- support of and assistance for libraries that serve as major lenders in the network;
- establishment and maintenance of delivery systems to transport library materials;

° training and continuing education programs for planning and implementing technology-based activities and services; and

° provision of library automation consultant services for assistance in planning and designing systems.

Below are excerpts from selected State FY 1985 Annual Reports describing activities under Title III. For additional information and complete reports from all States, readers may contact the appropriate State Library Administrative Agency.

A. Network Management

Connecticut - A seventeen member Connlinet Council was established to provide advice on network development. The Council devised a proposed network which was adopted by the State Library Board in December 1985. The proposal calls for a realignment of existing "network" services (Connecticard and Connecticar) and the creation of new services under a centralized coordinating office in the State Library.

Indiana - A grant to the Stone Hill Area Library Services Authority (SHALSA) provided for the first phase of establishing "The Information Connection: A Model Microcomputer Center System for ALSA." SHALSA assessed needs, established an advisory committee, planned the system and policies, purchased and installed equipment at SHALSA and other ALSAs, designed training and procedures manuals, and evaluated the in-house and resource sharing use. The program objectives were to:

1. Improve member communications through word processing of newsletters, workshop information, etc. 50% complete
2. Implement computer-based financial management systems such as budget and financial records. 50% complete
3. Replace manual membership records systems such as mailing lists and directories in four additional ALSA's. 50% complete
4. Transmit interlibrary communications. 50% complete
5. Collect reliable statistics on interlibrary loans requests and responses. 25% complete

Funds were spent on computer hardware, operating supplies, electronic mail (ALANET) line charges, and training.

Ohio - Planning for Statewide Resource Sharing - Since regionalization will be the basis for statewide resource sharing, an analysis of the current status of regional resource sharing was conducted. Existing automated circulation systems in each region were identified and recommendations were made to further develop and integrate them into the regional system. Recommendations for developing resource sharing capabilities in non-automated libraries were made. Options for including all libraries, both public and private, not currently system members are under study.

B. Expanded Support of Communication Networks

Alabama - Telecommunications equipment was purchased and installed to add new libraries to the Library Management Network (LMN). The network was established in FY 1983. At that time three regional public libraries contracted with CLSI for an automated circulation system among them. Since then the network has expanded to include public, school and academic libraries.

Alaska - An Alaska Library Network Dialogue Network was established and will sponsor three statewide meetings (two via teleconferencing, the third during the Alaska Library Association Conference) to chart the future of the Alaska Library Network.

The State Library continued support of the Western Library Network (WLN) and involved more Alaska libraries in WLN through its blanket membership. It also assisted in the expansion of the Alaska Library Network database through grants to WLN member libraries for retrospective conversion of bibliographic records.

California - The University of California, Division of Library Automation was successful in the first phase of developing procedures to test radio communication of data among libraries by means of packet radio. Consultants have surveyed potential sites between the Bay Area and Sacramento. Network and transport protocols have been selected and frequencies secured within the University of California for experimental use. In the quest of FCC approval of radio frequencies, critical public policy issues have arisen and this demonstration should form the basis for well-informed consideration of the issues. Research and planning have suggested that the economics of wide area packet radio networks for libraries may prove to be attractive in contrast to those of common carrier services.

Illinois - West Central Illinois Library System conducted a telecommunications needs assessment for the West Central Illinois Resource Sharing Alliance. The Lincoln Trail Library System produced tools to evaluate current usage of data communications equipment and services with recommendations on how to determine the most effective models for library networks.

Maine - TALIMAINE (Technical Assistance and Library Information for Maine), a link with over 300 national and international computer-based data files, continued as a source of last resort in subject searches for journal articles, conference papers, patents. The TALIMAINE service has increased at a steady rate as more users become aware of its potential.

New Mexico - Microcomputers and modems were purchased to initiate an electronic mail network involving, initially, eight libraries and the State Library.

New York - A grant was made to the Mid-Hudson Library System to test an electronic mail and information service as a means of improving communications among libraries, library systems and the State Department of Education. NYLINE (the New York Libraryline) is an electronic communications system which is part of the American Library Association's ALANET electronic information service. The project was planned in consultation with State Education Department staff, representatives of library systems and persons knowledgeable about ALANET and other national systems. NYLINE is technically one subscription for ALANET services which is in effect for a network of library locations. As of April 1985, the following services were made available to NYLINE users on a specially created NYLIN menu:

Electronic mail to all other ALANET users in the U.S. and Canada;

Electronic newsletter produced by N.Y. State Library, NYLINE News;

Electronic bulletin boards, four categories specifically for NYLINE users;

Online instructions;

Online interlibrary loan and photocopy forms;

Online vender order and claims forms; and

Telegram and mailgram interface.

As of September 30, 1985 there were 101 participants in the NYLINE project -- public library systems, regional resource library systems, school library systems, central libraries (excluding systems), and the State Education Department.

Vermont - An electronic mail interlibrary loan system was implemented on microcomputers replacing the fifteen year-old teletype network. The State Library, its five regional libraries, and most of the academic libraries switched to electronic mail by the end of FY 1985. It was apparent by the end of FY 85 that electronic mail is faster, less expensive, and more efficient than teletype or the U.S. Mail.

C. Delivery Systems

Colorado - A feasibility study for establishing an efficient courier system to facilitate the distribution of materials to members of the Pueblo Library District was completed.

Illinois - Projects to improve delivery of resources and information included grants to Carl Sandburg College to expand the facsimile transmission network, the University of Illinois to continue to manage the Intersystem Library Delivery Service, and expand of the ALANET/ILLINET Electronic Mail Project.

Washington - The Materials Delivery Project is a multiyear project which has implemented a daily courier delivery service to 72 academic, community college, public and special libraries via 21 dropsites. It also has installed phone lines and Pitney Bowes 8900 telefacsimile units in ten academic and public libraries in Seattle, Olympia, Spokane and Pullman.

D. Support and Assistance for Libraries that Serve as Major Lenders

Alaska - Fairbanks Public Library - "Free Materials for All Alaskans" is supported by grants to reimburse all libraries for interlibrary loan costs incurred. Fairbanks Public Library acts as the clearinghouse for direct billings and the State Library maintains accounts at the University of Washington and Washington State University.

Colorado - A grant to the Pueblo Library District improved access to public library service in Pueblo County by the purchase and installation of lines, modems, and terminal stations at the Pueblo Library District and the Reference/Interlibrary Loan departments of Pueblo Community College and the University of Southern Colorado.

Indiana - Continued to reimburse the universities for expenses incurred by Ball State University, Indiana University, and Indiana State University in filling requests for other Indiana libraries.

Washington - Reimbursements of significant new lenders provided financial support to those libraries providing a disproportionate share of interlibrary loan materials within the State's resource sharing network. Washington State Library set criteria and established a "loan formula" to determine which libraries were eligible to apply for reimbursement. This project was initiated as a "stopgap" measure to provide the library community time to address the issue. This was the final phase of LSCA Title III funding. The library community's proposed legislation for state aid for libraries contains a provision for reimbursement to net lenders.

E. Continuing Education

Colorado - Training was provided to reference/interlibrary loan staff at Pueblo Community College and the University of Southern Colorado to:

a) formulate and perform effective author/title/subject search strategies;

b) prepare bibliographies on demand; and c) send and receive electronic mail.

Texas - The Texas Association of Developing Colleges undertook the Cooperative Utilization of Library Technology Project, the primary purpose of which was to train academic librarians in database searching in cooperation with special librarians in the Dallas area.

F. Union Catalogs and Lists

Alabama - North Alabama Union List of Serials (NAULS) increased input from additional libraries with the goal of becoming a Statewide union list.

Alaska - The State Library produced and distributed 450 copies of the new edition of the Alaska Library Network fiche catalog to public, academic, special, and school libraries. The number of libraries increased by 134 over FY 1984. The catalog now contains 635,000 titles and 1,272,000 holdings. A new edition of the Audiovisual fiche catalog was also distributed.

Michigan - Northland Interlibrary System continued to work toward the preparation of a COM catalog to facilitate access to library materials for users of all types of libraries. The catalog was distributed in December 1985. For many school library members, this COM introduced microfiche use to students for the first time. High school students and teachers were trained in the use of the COM catalog and the statewide information network to extend their critically short library resources.

New Jersey - The New Jersey Union List of Serials provides any of 225 libraries that receive it with information on 68,444 periodicals and serial publications owned by 63 New Jersey libraries. It includes holdings of nearly 85% of all serial titles owned by New Jersey libraries. Microfiche editions are issued by Rutgers University on a quarterly basis, with partial support from Title III. This support has been primarily in the form of grants for specific additions to the list, both in bibliographic content and in the number of libraries whose holdings were included. While this has increased the value of the list as a location tool, it has made it increasingly cumbersome and expensive to maintain on Rutger's labor-intensive batch system. At this point, plans call for the termination of the Rutgers' contract and the conversion of the list to the OCLC online database.

North Carolina - The State Library continued its subscription to the Southeastern Library Network's (SOLINET) Local Access to and Maintenance of Bibliographic and Data Base Authority System (LAMBDA). This allows online changing and upgrading of the State Library's records in the statewide union database. Also, the State Library began the retrospective conversion of the catalog records of the North Carolina Foreign Language Center. A grant was made to the Cumberland County Library, which operates the Center, for the first phase of the project, which will be completed in the next fiscal year.

Ohio - State Library staff worked with the regional library systems and assisted three regions in planning for the establishement of a union COMCAT which would allow resource sharing among the libraries in the regions. A planning survey in each region revealed that member libraries see a strong need for lateral resource sharing employing automation technology.

G. Consultant Services

Indiana - The Indiana Cooperative Library Services Authority (INCOSLA) received funds to, among other activities, establish a microcomputer lab and equip it with hardware and software, develop workshops in which over 450 individuals were involved, and continue to forward archival tapes of the Indiana database files to SOLINET. It should be noted that FY 1985 was the last year for the positions of Information Retrieval Specialist and Network Secretary funded by LSCA. These positions are now supported with State funds.

New Mexico - The State Library contracted with a consulting firm that designed and conducted a series of two planning retreats and five regional planning meetings to develop a long range statewide plan for library cooperation and resource sharing. Twenty-three recommendations resulted from the planning activity in the areas of public relations, funding, state databases, school libraries, and interjurisdictional relations. Upon acceptance of the final report, the State Library and the New Mexico Library Association will incorporate the recommendations into their work programs for the coming years.

H. General Network Activity

Alabama - The Alabama Library Exchange (ALEX, Inc.) continued to receive funds to build on the established planning, development and operation of the multitype cooperative library system. The significance of the ALEX project includes: its continuing successful demonstration of the overall value of multitype library cooperation; and the demonstration that multitype systems offer the suitable support mechanisms for interlibrary cooperation and networking. The ALEX Plan of Service is designed to promote better library service through: the development of formal cooperative programs; significantly improved access to library resources; development of bibliographic tools for systemwide location of materials; encouragement of improved collection development practices; improved professional communication and information exchange; and the encouragement of shared applications of various new technologies.